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ABSTRACT

This document describes a model program for the preparation of teachers of reading which is designed in two parts: a set of instructional resource modules itemizing the competencies to be attained by the learner and a system of strategies for channeling the flow of learners through the phases of the program. Contents include: "Perspective: A Rigorous Program for Teacher Education," which provides background information about current problems in teacher education; "The Flexible Model," which presents the model and answers questions in order to further clarify the philosophy and rationale on which the model is based; "Module Examples," which consists of sample resource modules which have been prepared by reading specialists who work either with students in teacher education programs or with teachers in inservice study programs; and "Quality Considerations in Teacher Education," which provides support for the aims and experiences that are included in the modules. (RB)

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MODULAR PREPARATION FOR TEACHING READING

A Professional Program for Preservice and Continuing Education

Edited by

HARRY W. SARTAIN AND PAUL E. STANTON

CS 000 973

INTERNATIONAL READING ASSOCIATION
Newark, Delaware 19711

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FOREWORD

When Donald L. Cleland was president of IRA, he had the wisdom to foresee one of our most pressing and increasing needs: the improved education of teachers. Acting on this foresight, he appointed the members of the IRA Commission on High Quality Teacher Education. These carefully selected leaders were asked to suggest procedures for improving the effectiveness of both preservice and continuing education of those who teach reading. This outstanding volume is the result.

Those responsible for such education will be indebted to Donald Cleland; to Harry Sartain and Paul Stanton who edited this work; to the contributors who gave their professional expertise, efforts, and time that it might become a reality; and to all of the members of the Commission.

Although we have growing evidence that the teacher's effectiveness is the most important ingredient in reading instruction, our efforts to improve the training of teachers have not kept pace with our growing realization of that importance. Hundreds of books on how to teach reading are available, but often our systems for increasing teacher efficiency are based on the assumption that merely reading these texts and listening to lectures will lead to good teaching. This volume offers alternative procedures for preparing teachers which can help to break that lockstep.

Comments on the many merits of this book would require space that can be used more effectively by the Commission's contributions themselves; however, one of the many unique features demands a comment. After years of increasing success in providing for the individual differences of the pupils whom we teach to read, this volume finally incorporates the principle of individual differences into teacher education in two dimensions. First, the modules provide for differences in both the previous learnings and mastery rate of those being trained to teach reading. Second, the modules provide a variety of delivery systems so that those responsible for the education of teachers may adapt the modules according to their own strengths and professional commitments.

This book can and should lead to marked improvement in the education of those who teach reading.

William K. Durr, *President*
International Reading Association
1972-1973

FIELD CONSULTANTS

The members of the Commission wish to express appreciation to the persons listed below* for the contributions they made as field consultants. They participated in discussion sessions, arranged school visits, or made suggestions on the content of the sample modules. Many of these consultants work in the public schools, and their contributions help to insure that the commission's recommendations are realistic.

Ira E. Aaron
Mary Attea
Nancy Auer
Donald W. Barnickle
Karen Bauer
Rita Bean
George Becker
Paul Berg
Carlotta Bogart
John O. Bolvin
Morton Botel
Corley Brainard
Alberta Brown
Kathy Cahill
Becky Calkins
Diana Carley
Mel Cebulash
Jane M. Chandler
Verla Classen
Harold Covell
Thomas E. Culliton, Jr.
Sheri Davis
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Katherine DiMeo
Elbanor M. Dragus
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Marion L. McGuire
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Jean Reynolds
Jerome Rosner
Sr. Marie Colette Roy
Richard Rystrom
Arthur Schoeller
Gladys Siard
Nicholas J. Silvaroli
Varda Stieglitz
Marian Tonjes
Mitchell Trockman
Jeanette Veatch
Edith D. Venable
Marian Lee Vick
Ruth A. Walker
John Ward, Jr.
Edna Washington
Gertrude Whipple
Carol K. Winkley
Jean Winsand
Nenita Wright
John A. R. Young

---

* The commission members sincerely regret that the names of some individuals may be omitted from this record because of oversights that occur when so many consultants in a variety of field situations are involved.

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Duaine C. Lang, *Indiana University* (AOTE Representative)
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Robert B. Ruddell, *University of California at Berkeley*
Harry W. Sartain, *University of Pittsburgh* (Cochairman)
Paul E. Stanton, *Lock Haven State College* (Cochairman)
Roger W. Shuy, *Georgetown University*

ASSOCIATED CONTRIBUTORS

Donald E. Hartswick, *North Allegheny Schools*
Betty Horodezky, *Nova Scotia Summer School for Teachers*
Rosemary S. Hulsman, *Pittsburgh Schools*
Mildred Kuntz, *formerly Community College of Allegheny County*
Joseph Malak, *Frostburg State College*
Alden Moe, *Purdue University*
Joseph S. Nemeth, *Bowling Green State University*
Linda M. Potanko, *Pittsburgh Schools*
Conrad Seamen, *Falk Laboratory School*
Ezra L. Stieglitz, *Rhode Island College*

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

"Notice the sneaky way she makes all this fun?"

Reproduced by permission of Artist Reg Hider. From *Today's Education*.

The tremendous range among classrooms within any method points out the importance of elements in the learning situation over and above the methods employed. To improve reading instruction, it is necessary to train better teachers of reading rather than to expect a panacea in the form of materials.

—Guy L. Bond and Robert Dykstra
Reading Research Quarterly
Summer 1967

PERSPECTIVE: A RIGOROUS PROGRAM FOR TEACHER EDUCATION

Chapter One

Introduction:
A Flexible Model Program for Preparing Teachers of Reading

HARRY W. SARTAIN AND PAUL E. STANTON

If the facts were known to the tax and tuition paying public, the preparation of teachers to teach reading would be more of a scandal than the great train robbery, the Profumo affair, and the Valachi confessions combined. The need for excellence in reading instruction is greater now than ever before because, as the countries of the world become more and more industrialized, there will be fewer jobs available to poor readers and illiterates. It is estimated (*3*) that the proportion of people in the world over fifteen years of age who lack functional literacy is approximately 35 percent (13 percent in the United States). As a rule, however, teacher education institutions put only a token effort into the reading education of the majority of teachers while reserving most of their expertise for preparing the relatively small number of reading specialists who have the onerous task of trying to mop up the intellectual and emotional blood that is spilled by the masses of teachers who fail in their daily battles to develop literacy.

Inadequate Teacher Preparation

Most beginning elementary teachers have been involved in only one or, at best, two brief courses in teaching reading (*1*). They know a few of the reading skills that should be taught and perhaps one method of teaching. But they have little or no knowledge of the limitless number of difficulties which children can encounter in learning to read, of how to diagnose those difficulties, and of the types of instructional adjustments that can be made for different individuals to produce better results. Many young children learn to read with reasonable ease and a minimum of special adjustments. But the child who does not learn to read rather easily by the one approach the teacher has been taught to use is in trouble and remains in trouble educationally, emotionally, and vocationally unless he is in one of the rare schools that can afford well-prepared specialists to help him to recoup his losses.

At the secondary school levels, where the tasks of reading in advanced content have become immensely greater, only a relatively small number of teachers have had even one brief course in teaching reading. Most have had no preparation for reading instruction, and a large proportion will deny that they have any responsibility for teaching children to read the materials in their subject fields.

These weaknesses in teacher preparation are not readily apparent when future teachers are taking lecture-study courses in college. But such weaknesses become the harsh realities of school life when beginning teachers are inducted into the classroom.

The record of inadequate professional preparation of classroom teachers contrasts sharply with that of the reading specialist, who may take eighteen to thirty-six credits (six to twelve courses) in reading instruction plus a substantial number of related credits in curriculum, psychology, research, and supervision.

Despite the fact that the diagnostic teaching of reading can be as complex as brain surgery, most children receive attention only from an "educational nurse" (the teacher having only an introductory course) instead of receiving attention from the "educational brain surgeon" (the specialist who has all of the know-how that the university is able to provide).

Outdated Limitations on Professional Preparation

The fault lies in educational history and tradition. At one time only a very limited amount was known about the teaching of reading, and one course was all that was needed to pass it along. Also, the youngster who did not learn readily soon quit school and went into farm or factory work without making ripples in the placid plans of the school.

Now all children are expected to learn to read. And in the intervening years educational and psychological theorists, researchers, and practitioners have discovered thousands of principles and instructional adaptations which must be applied prescriptively in the solution of difficulties which individuals have in learning to read. Tradition causes most college and university faculties to limit sharply the amount of preparation time allowed for the teaching of reading. In fact, all professional preparation courses in education often are limited because, while professional preparation in social work, law, or medicine is highly respected, the same is not true in education (*2*). Consequently, in some regions teachers who are planning to teach elementary reading must complete academic majors in an area such as history, mathematics, or music, leaving time for only that one quick course in the area of their greatest concern—reading instruction. Tradition or the pressures of world events may require that elementary teachers take sequences of several courses in history and science, but teachers usually get only one introductory course in the psychology of learning. As mentioned previously, the situation at the secondary levels is even worse. In the long-standing battle of the proponents of content courses versus the proponents of methods courses in teacher education, those favoring a thorough grounding in professional skills have rarely won.

One experienced school administrator explained the result, "In hiring hundreds of classroom teachers over the years, I have been fortunate in finding many beginners who were excellent in general competence. But unhappily, even the finest have never been adequately prepared to teach diagnostically." This situation suggests the need for vast improvement in both the preservice preparation and continued inservice education of teachers.

Responsibility of IRA in the Seventies

Preparation of All Teachers

Most elementary school reading is taught by general classroom teachers, and most secondary reading is taught by subject area specialists. Therefore, the International Reading Association is fully as concerned about the preparation of elementary and secondary classroom teachers as it is about the preparation of reading specialists. In 1970 the President and Board of Directors of IRA appointed a Commission on High Quality Teacher Education because, 1) as the largest professional organization in the world for teachers of reading, the IRA must assume responsibility for leadership in setting standards for teacher preparation and 2) the recent occurrence of a huge surplus of teachers in the United States, the country from which the majority of IRA members comes, suggests that this is the right time to place a much greater emphasis on the quality of preservice and inservice education.

Although distinct improvements have been made in the planning of teacher education programs in recent years, the preparation of teachers for teaching reading remains in a deplorable state. Therefore, the IRA Commission was given the specific assignment of planning a better model program for this purpose.

Major Emphases

During the two years of its work, the Commission decided that a new model program should place heavy emphasis upon the following points:

1. It must itemize the content of a professional program in detail in order to break the common pattern of partial preparation.
2. It should require much more competence on the part of general classroom teachers than in the past because they do most of the teaching of reading.
3. It must be a competency-based program *(4)* to assure that teachers attain skills that enable them to perform as successfully in the field as they perform on tests in the college classroom, but the program should include both knowledge and performance competencies.

4. Related competencies should be grouped together to form modules of learning which can be fitted flexibly into various types of preservice and inservice education programs.
5. The sequencing of modules and the stating of performance criteria for competencies should offer numerous options so that the program can be used with great flexibility to improve learning in various schools and universities.
6. The program should require early and frequent involvement of teacher learners with children so that the teaching skills can be attained and tested.
7. The program should prepare teachers to move away from conventional teaching toward personalized diagnostic teaching which is suited to individual needs and backgrounds.
8. Opportunities should be included for teachers to grow continuously in competence until they can provide leadership in program improvement.

The Model Program

It is intended that the new model which has been formulated will have a drastic effect upon teacher education because the model emphasizes the well-rounded preparation of all teachers of reading, not merely those who are to become specialists. In the model program the formation of a specialist is only a final step in a continuum of balanced preparation for all.

The new model assumes that each college will provide a good liberal education plus general teacher education in educational philosophy, psychology, measurement, and sociology. It itemizes, therefore, only the content and procedures directly related to preparation for teaching reading. It is assumed that sincere teacher educators will be pleased to utilize all or substantial portions of the program because of their great concern for improving reading. It is assumed, also, that when university administrators and state licensing officials are shown the details of an adequate reading preparation program, they will be willing to adjust time and curriculum requirements in a manner that will assure competent teachers of reading for all children.

New Model Defined

In Merriam-Webster's *Seventh New Collegiate Dictionary*, a model is defined as "an example for imitation or emulation." Obviously, this definition implies that a model program should be one that others can draw upon or duplicate. But such a simple definition does not indicate what features should be included in a model. Perusal of teacher education models reveals little agreement on the matter. Some consist largely of diagrams showing the ways in which students are initiated, cycled, and recycled through several phases of their education. Others focus upon the content of program objectives, the learning experiences, and the materials of instruction.

After considering other plans, the members of the Commission decided that a model program for the preparation of teachers of reading should include two parts: 1) a set of instructional resource modules itemizing the content of understandings and competencies which are to be attained by the learner and 2) a system of strategies for channeling the flow of learners through the phases of the program.

The *strategy system*, or delivery plan, in such a model is the superstructure for administering the program appropriately in the situation at hand. It is a plan for the initiation of students into the program, for their involvement in learning experiences, for their continuation in or their elimination from the program, for the utilization of faculty time, and for the use of instructional materials and resources. One example is explained in detail in Chapter Six of this publication, while others are mentioned more generally in Chapter Twenty.

The *instructional resource modules* are segments in the total program of knowledge and performance competencies to be attained by the teacher. The content of each module has a theme—some central purpose that gives it a degree of unity. Each module consists of five elements: 1) a preparticipation assessment plan, the procedure for determining the learner's readiness for or knowledge of the content of the module; 2) a list of the teacher competencies to be attained, the precise statement of the objectives of the module worded in behavioral style; 3) a list of criterion behaviors corresponding to the competencies, indications of the minimal performance that assures the attainment of each competency; 4) suggested learning experiences, a variety of activities which will help the teacher learner develop the itemized competencies; and 5) a continuing assessment plan, the procedure for determining when the criterion behaviors have been attained satisfactorily.

Resources for Multiple Models

Each educational institution is somewhat unique in respect to its major goals, its financial and space resources, its faculty size and competence, and its students' backgrounds. No single model for teacher education, therefore, would be exactly suited to the needs of all institutions. For that reason, the elements of the model presented in this publication are designed so they can be utilized flexibly to make a number of programs with variations that are appropriate in different colleges, universities, and school systems.

Modules for Multiple Purposes

The model includes seventeen *resource* modules of preparation for teaching reading. Each resource module can be divided into instructional modules for use in undergraduate, graduate, and inservice education. Portions of almost all resource modules should be included in undergraduate and graduate programs, while inservice programs might utilize only those modules which provide solutions to immediate instructional problems.

Multiple Levels

Because teachers progress at different rates in the attainment of teaching competencies, each resource module provides a "nongraded" sequence of learnings from the elementary competencies of a beginning teacher to some of the most advanced competencies of a reading specialist. To indicate the general levels of advancement, the competencies in each resource module are grouped under three division headings—*professional entry level, advanced level,* and *specialization level.*

The professional entry level competencies are approximately those that the teacher must have to begin teaching, but some industrious individual teachers and some college programs will move into the advanced level work before the undergraduate preparation is completed. The advanced level competencies are those which most teachers will attain as they continue their graduate and inservice study during their early years of teaching experience when they are progressing toward becoming master teachers. And the specialization level competencies are those that a teacher will attain in order to do supervisory work, research, and university teaching.

University departments and school supervisory personnel should assess the competencies of their preservice and inservice teachers to determine which segments of each resource module should be selected for the instructional modules to be offered at various points in their programs. Thus, the resource modules can be used flexibly in different programs that aim to achieve excellence in teaching.

Multiple Strategy Systems

The modules recommended by the Commission also can be utilized in a variety of different delivery strategy systems. These modules can be used by any one faculty member who offers courses in reading or they can be used by faculty teams. They can be fitted into a sequence of courses or welded into a single continuum of preparatory experiences with flexible time boundaries. The modules can be adapted to a study discussion approach, an independent study approach, an audiovisual approach, a systems management approach, or, if necessary, a lecture approach. Hopefully, they will be taught through a combination of approaches instead of any one.

In summary, it becomes apparent that this flexible model of a program for professional reading education actually provides the ideas for numerous preservice and inservice programs because the model is adaptable to multiple strategy systems for involving the learners, multiple levels of competency development, and multiple modular functions in program planning.

Details of the New Model

The decision of the Commission to develop a new flexible model consisting of a sequence of resource modules was reached after a careful analysis of other programs and recommendations. In order to share with the reader some of the thinking that was done in reaching decisions about the modular model, several papers summarizing these deliberations are included in this volume.

In the first section, background is provided on current problems in teacher education. Stanton and Masoner discuss general issues in teacher education. Manning and Moe review recent efforts to introduce newer practices in the preparation of teachers of reading. Austin draws upon her extensive background in evaluating educational programs to analyze recently planned models and to specify both the characteristics which should be avoided and those which should be included in a new model for the education of teachers of reading.

The second section of the volume presents the model itself. Sartain provides a description of the minimal content that should be included in the seventeen modules suggested by the Commission to form a complete program. Along with this description, the teacher educator will find a fairly detailed explanation on how to build resource modules and how to convert segments of the resource modules into instructional modules. Then, Herber offers suggestions on one type of delivery strategy. To further clarify the philosophy and rationale on which the model is based, Stanton and Sartain also have provided answers that have been given by the Commission to a number of questions about the model.

The third section consists of sample resource modules which have been prepared by reading specialists who work either with students in teacher education programs or with teachers in inservice study programs. In every case, the resource modules were examined by other specialists in the field, and revisions were made following their suggestions. Segments of several of the resource modules were used in developing instructional modules which were field tested and revised further. One of the instructional modules also is included.

Unfortunately, the two-year life of the Commission was too brief to make it possible to complete the writing and field testing of all modules. It is hoped that several schools and universities will utilize the descriptions and suggestions in this section of the publication in preparing and testing additional resource modules or instructional modules for future publication.

The fourth section of the volume provides support for the aims and experiences that are included in the modules. The Commission wished to stress heavily the importance of early experiences with children in teacher education programs and continued experiences with children in undergraduate, graduate, and inservice education. In order to learn how children learn and the types of problems they have, an adult must observe and work with children frequently. In order to learn whether he likes to teach and how to teach, a young person must have many guided introductory experiences in teaching. One can learn what to teach from books and lectures, but actual teaching competency can be learned and tested only through practice. These views are amplified by Manning and by Seamen and Ruddell in two related papers.

The fourth section continues with an explanation by Gunderson of the importance of teaching the other language arts—listening, speaking, and writing—as a foundation for developmental learning in reading. Shuy also offers pointers on interdisciplinary matters to be considered in program development.

The Commission members feel that educators should see this model as a step forward and should utilize it to improve teacher education in their schools and universities. The members do not claim that it is a panacea for all time. Therefore, to help the reader consider the modular approach critically, Rosen offers a careful analysis of its strengths and shortcomings, along with pointers on the importance of preserving human values.

Finally, some suggestions on disseminating the model program to schools and colleges are given by Cleland and Nemeth.

Improvement Urgent in the Seventies

In past decades, society has permitted some children in every school and many children in some schools to become reading failures because the cost of "saving" them by providing teachers with refined teaching techniques was considered to be too great. And school people did not become urgently concerned as long as there were enough menial jobs available for the poor readers.

Circumstances in the seventies demand that society, in general, and educators, in particular, face and cope with three obvious realities. First, a young person is unlikely to be productive if he cannot read. Second, an unproductive person is unhappy and may become alienated to the point of threatening the very existence of society. And third, it is more expensive to keep a person on welfare assistance or in a penal institution than it is to provide him with the type of education that will make him a productive citizen. It is imperative, therefore, that teacher educators study these guidelines for a new program of preparation for reading instruction and that they quickly adopt the program or improve upon it to attain excellence in their institutions.

Steps Already Taken

Proponents of rigorous programs for preparation in teaching reading will be pleased to learn that this model already is having an impact upon preservice and inservice education within the United States. College faculties and school instructional leaders have requested more copies of the resource modules than could be supplied by limited duplication processes. Offers have been made to field test the materials as quickly as they can be provided.

Three steps have been taken to make sure that the module content is included in teacher education programs. A new bulletin related to the modular content and entitled *Evaluation of Teacher Education Programs in Reading* (prepared by an IRA committee and edited by Grayce Ransom) has been published by IRA. The U.S. Office of Education, through the Right to Read Office, is arranging to promulgate new standards for all USOE supported reading programs; and these guidelines will place increased emphasis upon teacher preparation. Also, the recently revised accreditation standards for NCATE require schools of education to show that they have considered the recommendations of professional organizations in structuring their programs. Summaries of such recommendations are distributed to institutions by the Associated Organizations for Teacher Education. IRA President William Durr, as well as his recent predecessors, has appointed representatives to AOTE and NCATE conferences to facilitate IRA input into these program recommendations.

Another step is of immediate concern to some inservice leaders and graduate students—a new form of the National Teacher's Examination for Reading Specialists is being constructed by the Educational Testing Service. The preparation committee based its planning directly upon the modules in this IRA model for teacher education.

With the strength of multiple views and the solidarity of a common concern for literacy, we shall move forward!

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Chapter Two

Current Issues in Teacher Education

PAUL E. STANTON AND PAUL H. MASONER

Teacher educators can no longer afford to be aloof, a luxury provided by the traditional position given to institutions of higher education. The golden years of the sixties are gone. The seventies have arrived with several new problems and dimensions for teacher education: 1) The supply of teachers is narrowing the gap of the demand. 2) Taxpayers are demanding a more active role in the selection and retention of teachers. 3) Professional organizations are beginning to lobby for greater political power in the teacher-licensing process. 4) Students are now citizens by law and are beginning to realize they have greater control over their academic destiny.

Today's teachers must be able to demonstrate and support their competence, not only in their areas of expertise but as facilitators of the thought processes and as caring people who understand and appreciate differences in individuals whether these differences be as mundane as chronology or as complicated as race, language patterns, or dialect. If the teacher is to be a viable part of the changing educational scene, teacher education, both preservice and inservice, will need to be examined critically and alternative methods of teacher education developed, implemented, and evaluated.

Issues of Concern

Institutional Organization

Historically, teacher education has encountered two major institutional concept difficulties:

1. The concept that the school system is the consumer and the teacher education institution is the producer. This concept has created a relationship that seems to hinder the development of competent teachers, and energy should be generated to change this relationship to one of a partnership in education.

2. Faculty members in teacher education should have pride in their unique competencies. These educators should recognize that faculty in the Liberal Arts have a different set of competencies and skills but that their skills are not inherently better.

Selection of Students and Faculty

The selection of quality teachers has been neglected because the evidence available indicates that a combination of traits, multiple situations, and various subskills and teaching styles are all significant variables in determining the characteristics of a quality teacher. This multiplicity of variables should not prevent the motivation for the development of creative research models which will add to this limited information pool. To change this relationship will require a degree of risk on the part of the teacher educator because he must demonstrate that theory and practice are not two separate entities but are integrated to produce competence. The teacher education institutions must no longer be identified as the citadel of theory and the public school identified as the place for practice.

Early Experiences With Children

Historically, many students in preservice programs were not exposed to children until their senior year in college. Because of money, time, and other commitments these students have completed their student teaching and have become certified teachers even though the experience in student teaching communicated to them very clearly that they not only did not want to be teachers but likely would not teach beyond the time necessary to pay back a loan, find another job, get married, etc. This type of difficulty can be minimized through early experiences with children.

Integrated Programs

Teacher education programs are usually multidisciplinary with no formal mechanism established to integrate the disciplines. The student has been saddled with the responsibility of being the integrating agent.

Many teacher-certifying agencies are now awarding certificates that imply either interdisciplinary or integrated disciplinary programs. The responsibility of providing this integrating experience clearly belongs to the institution; therefore, serious study and reorganization of the various discipline experiences is needed.

Delivery System

To adequately provide the type of experiences needed in teacher education, various instructional structures should be used. Innovative structures should be developed that consider flexibility in time-ratios and assessment that allows students to pre-assess, to determine what experiences are needed for competence, and to work cooperatively with a faculty member to build an individualized program.

Summary

This discussion of issues is obviously not inclusive but, hopefully, sets the stage for the rest of this publication. The content that follows should be considered as a catalyst for creative, flexible thinking. The educators who shared ideas and critically analyzed these sharings developed this publication. Many of the ideas presented can be refined, revised, and adopted for various institutions in the development of more dynamic educational programs. The concerns stated are genuine, and the need for change in teacher education is imminent.

Chapter Three

Recent Innovations in Educating Teachers of Reading

JOHN C. MANNING AND ALDEN MOE

Those who educate teachers of reading know that volumes of information exist concerning reading theory, methodology, and materials. The literature, however, yields relatively little concerning the practical professional preparation of reading teachers. Some exceptions merit mention here—the first Harvard-Carnegie reading study, *The Torch Lighters: Tomorrow's Teachers of Reading* (*6*), and the second Harvard-Carnegie reading study, *The First R: The Harvard Report on Reading in Elementary Schools* (*7*). *The First R* made recommendations for elementary schools, and the implications for college teachers of reading methods and research courses were evident. Also, in the early 1960s an issue of *The Reading Teacher* was devoted to the professional preparation of reading teachers (*29*). The Harvard-Carnegie reports provided the impetus for renewed interest in certification standards for reading specialists and justification for federal involvement in preparation of reading teachers (*16*).

In spite of strong interest in reading instruction in the 1960s, a large proportion of children in the U.S. and in other countries attended schools in regions where no certification standards for teachers of reading existed (*20*). Exceptional cases such as the one reported by Carner (*11*), in which a teacher asked to visit the Miami Reading Clinic on a Friday afternoon because she was to become a special reading teacher on Monday evening, are all too common! This writer has observed music teachers, physical education teachers, and nurses participating in five- and six-week courses ostensibly designed to train teachers of reading.

This paper reviews existing programs of reading teacher preparation and trends and innovations in teacher education programs which may be adapted or extended to the training of such teachers. Consideration will be given to technology, preservice programs, graduate programs, and programs designed specifically for inner-city teachers.

The Contributions of Technology

Though educators at all levels have witnessed the misuse of the new "hardware," perhaps the greatest single impact of the past decade was made through the marriage of education and technology. While many educators are impressed with the advantage of this merger, Jackson's statement (*17*) expresses a common concern:

> If there is one thing the teacher, particularly the female teacher, is not, it is an engineer. Indeed, it is difficult to think of two viewpoints further apart than those symbolized by the Golden Rule on one hand and the slide rule on the other. The one calls to mind adjectives such as romantic, warm, tender, naive; while the other evokes the concepts of realism, coldness, toughness, efficiency. One is essentially feminine; the other, masculine . . . to say that they do not speak the same language is a gross understatement.

We must dispel the myth that to use machines in education is inhuman. Any teacher—elementary, secondary, college—whose teaching offers nothing more than a machine can offer should be replaced by a machine.

In 1963, videotape recorders were purchased by Stanford University for use in teacher education programs at a cost of $15,000 per unit. By 1968, a dozen commercial manufacturers had entered the field, and a similar unit could be purchased for $1,500 or less (*26*). Instead of heavy broadcast equipment of the early 1960s at greater cost, completely portable, battery-operated units at less cost are now available.

Videotape tape recorders proved to be useful aids at the Stanford University microteaching clinic, and similar recorders have been employed in the preparation of teachers in all elementary and high school subject matter areas (*3, 4, 8, 21, 32*). Incidentally, a misconception among educators is that videotape viewing and microteaching experiences are synonymous. Microteaching is a scaled-down teaching encounter involving four or five students for a short period of time (usually under ten minutes). Videotape may be used to record microteaching and thus serve as a means of feedback for the teacher. Microteaching need not employ videotape recorders.

Other successful uses of videotape recorders in the training of reading teachers have been reported. Lorenz (*22*) reported using a recorder in a reading clinic. The camera and microphone were placed in one room with the trainee clinician and child, and the recorder and monitor were located in another room where the clinic supervisor could view the lesson and record it if desired. After the completed lesson, supervisor and clinician viewed the lesson and suggested means of improving future lessons. Use of videotape as a part of a developmental reading practicum was reported by Moe and Feehan (*26*). Equipment was used in elementary schools where practicum students had short lessons videotaped. Lessons were critiqued and immediately retaught to a new group of students, when necessary. Nason and Caulder (*27*) summarized the advantages of videotape in working with inservice reading teachers.

Another frequently recommended practice is the taping of reading lessons in elementary classrooms and playing back the critiqued lessons in reading methods courses. Or, closed circuit television can be used effectively to demonstrate developmental and corrective reading techniques to large groups of teachers (*5*). This procedure may include videotape recorders or a television camera transmitting to one or more monitor viewing stations. Wooley and Smith (*40*) reported the use of these viewing circuits to develop observational skills in undergraduate programs prior to student teaching experiences. Flexibility in providing observation and critical analysis is, unquestionably, one of the major advantages of closed circuit television (*19, 20*), and to use TV concurrent with firsthand observations of classroom practice has proven as effective as live observations alone (*39*).

Computers have provided assistance in supplementing reading instruction, and computers have been used effectively in assigning student teachers to supervising teachers (*34*). Film clips and various simulation techniques have also been used successfully in undergraduate, graduate, and inservice programs, in recent years (*9, 15*).

Preservice Programs

On a nationwide basis, objective evaluation of teacher education programs is inadequate. Although most programs undergo scrutiny by state and local certification agencies on a regular basis, there have been few in-depth program studies in which recommendations for program improvement were made and systematically carried out. Recent trends, especially in areas where there is presently an oversupply of teachers, indicate that the means for improving the "quality of the product" is to place increasingly stringent requirements on personnel entering teacher education programs. Suggestions for program improvement, however, have appeared in the literature (*31, 38*).

One of the least criticized and most often praised of the professional courses is student teaching. Seldom, in fact, do undergraduates criticize courses where there is much involvement with children in a school setting. Undergraduates do, however, question the value of a program which places them in settlement houses, parks, and Sunday schools simply to provide them experience in "working with children" without specific educational objectives for such experiences. This writer suggests that first- and second-year teachers be surveyed for their comments concerning the value of all aspects of their professional training.

In the past two years, "model" elementary teacher education programs have received considerable attention. Some of the similar elements in recent program models include the use of performance criteria, alternatives by which one may achieve the various performance criteria, and internship programs in which the trainee spends a greater amount of time in classroom practice situations that involve more responsibility than the typical student teaching experience (*2*).

One of the major concerns in preservice education is the content of the professional education courses. For example, at one university the faculty is united in the belief that a course in the psychological foundations of elementary education is important. There is little agreement, however, on the content of such a course. A similar development exists with the preservice reading methods course because of the difficulty of doing justice in one course to the varied reading approaches and programs that are available. Though there are problems with the content of such a course, professors almost universally prefer it to a general methods course which covers a number of fields minimally at one time.

Involvement with children as a part of the reading methods course has been found to be especially effective (*13, 28*). Since this writer initiated such a practice in the reading methods courses at his institution, its obvious value has caused it to be implemented in science, social studies, language, and mathematics methods courses, also.

Graduate Programs

Although the first Master of Arts in Teaching (MAT) was instituted thirty years ago, such programs continue to command attention (*1, 35*). Their growth in the past fifteen years is perhaps at least partially due to the financial support of the Ford Foundation (*36, 37*). Most MAT programs appear to emphasize the preparation of secondary teachers; however, Mitzel (*25*) reports that the program at Cornell University is concerned with the preparation of elementary teachers only. While programs vary from institution to institution, there generally are four common aspects: 1) they are designed to prepare liberal arts graduates to teach, 2) the emphasis is on subject matter knowledge, 3) the internship or student teaching is carefully supervised, and 4) professional methods courses are restricted to those which are relevant (*10, 33*).

A significant new program designed to prepare reading specialists at the master's level was instituted at Clarke College. The program, designed for experienced elementary teachers, concentrated on familiarizing students with existing methods and materials in reading and required participation in both a developmental reading practicum and a clinical practicum (*14*). Uniquely, this program has provided major input at the University of Minnesota PhD level and has consistently provided high quality reading specialists for local school districts.

Aside from major universities, two institutions have developed special programs to graduate reading specialists at the master's level. These are Cardinal Stritch College and Western Washington State College.

Programs for Inner-City Teachers

Since the summer of 1965, when 118 colleges and universities were involved in the training of teachers for Project Head Start, there has been a strong commitment to the preparation of teachers to work with disadvantaged and needy children, primarily of the inner city. Such programs were effected through massive federal support during the period 1965-1969. Since that time, federal commitment to these programs has been curtailed.

One of the most significant of the early experiments in training inner-city teachers was the Cardozo Project in Urban Teaching (*12*). Located in the Cardozo High School in Washington, D.C., this project provided the Model for the Teacher Corps.

Project Combine in the Minneapolis Public School System, which is directed by this writer, is an example of a specific program to improve the quality of reading instruction in inner-city schools; to improve the reading achievement of the students; and to provide support in the form of a facility which writes, prints, and delivers materials to supplement a basic reading program, trains experienced teachers to serve as resource teachers in the inner city, and prepares undergraduates for inner-city teaching by concentrating a large portion of their training in inner-city schools to which these students, hopefully, will return when they have completed their professional preservice training. The project supplements staff efforts by involvement of parents, various professional organizations, The Model Cities Programs, The Teacher Corps, the Minnesota State Legislature, and various volunteer agencies.

Assessment and Recommendations

Based on a review of existing teacher education programs and on relevant experiences as a teacher at the preprimary, primary, elementary, secondary, college, and university levels of formal education programs, these writers recommend the following:

1. That all undergraduates in education be introduced to the realities of the teaching-learning confrontation in a school before any professional course is initiated.
2. That all undergraduates in education with interest in reading instruction become familiar, through formal course involvement, with the structure and usage (verbal and written) of the English language.
3. That all courses in the so-called psychological foundations of learning requisite to any methods course offer discussion relevant to children in normal educational settings without reference to pigeons, rats, or dogs.
4. That most experiences in undergraduate reading methods courses be carried out in real elementary and secondary schools.

5. That the teaching and supervision of undergraduate methods courses be done by instructors who have the experience to be able to demonstrate in classrooms and thereby serve as models.

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Chapter Four

Recommendations Drawn From Other Models

MARY C. AUSTIN

The IRA Commission on High Quality Teacher Education has recognized the need to review systematically and to revise preparation programs for reading teachers in light of changes in society, advances in the art of educating professional personnel, and experiences gained in using current models. In the past few years, much attention has been focused upon new model programs of teacher education. Several of these models are analyzed here.

Two key questions guided the examination of the models: 1) What conceptual strengths and weaknesses do they demonstrate? 2) What implications can be gleaned from them that will enable the Commission to draft a new model or models for the preparation of teachers of reading?

To answer these questions, this chapter will include a summary of some salient features of ten models and then will offer pointers which should be applied in planning a new model. By its brevity, this analysis may appear to neglect or oversimplify certain features of the proposals from Columbia University Teachers College, Florida State University, University of Georgia, University of Massachusetts, Michigan State University, University of Wisconsin, University of Toledo, Syracuse University, University of Pittsburgh, and the Northwest Regional Educational Laboratory. However, this brevity will, hopefully, not detract from the important contributions of the proposal designers.

Selected Features of Model Programs

Within the present context of rapid cultural change, all models are predicated upon the need for bold, innovative approaches to teacher education. Model direction is away from prescriptive, authoritarian, fragmented programs and toward those that are open-ended, process oriented, and integrated. Additionally, each model tries to utilize recent technological knowledge in the creation of a humanistic teacher education program.

Individualized Teacher Education

A notable feature of the models is the attempt to individualize instruction for prospective teachers. In some, individualization is achieved by means of variable pacing; in others, individualized courses of study and/or variable program entry and exit points are utilized.

Variable pacing permits flexibility in accommodating a wide range of student differences. Within a designated four-year course of study, for example, one student may complete a program in two years while another may take five years to meet the same criteria.

Individualized courses of study offer students a number of alternatives for reaching certain objectives. That students should be involved in the direction and content of their education is recognized by trainees and their advisors when they jointly plan appropriate courses of study to meet individual interests, abilities, and experiences. In this process, the trainee can determine how he best acquires information in many different ways.

Variable entry points are employed in some programs to allow students with unusual proficiency to demonstrate their mastery of specific criteria. If criteria are met, trainees may undertake work in areas where they need experience and thus be freed from study in fields of established competency.

The break from structured courses to individualized instruction for prospective teachers can lead to efficiency in the use of faculty-student time and effort, to more student participation in formulating his purposes and program, and to unprecedented humanization of teacher education. Individualized practices will foster intellectual curiosity and scholastic achievement which may have been "turned off" by irrelevancies of past programs. Obviously, the counselor-student relationship is central to the success of individualized instruction.

Performance Objectives

Inasmuch as guidelines from the United States Office of Education indicate that program objectives should be stated in behavioral or performance terms, all models employed such terms to focus attention upon observable teacher behaviors. Specifically worded criteria tend to reduce the ambiguity that often characterized statements of desired outcomes of teaching and learning in the past. Performance-based objectives also tend to increase efficiency of learning, particularly in the mastery of skills and content, by clarifying what is expected of the learner, under what conditions the behavior is expected, and how the behavior will be evaluated.

The architects of these models developed performance criteria in three broad conceptual areas related to teaching: 1) content knowledge, 2) behavioral skills (the technical skills of teaching), and 3) human relations skills. With such criteria, teacher preparation becomes more closely identified with the primary concern of all educators—the total educational development of children and youth.

Interdisciplinary Planning

The design and implementation of these models require input from several disciplines working together in new ways. In a serious attempt to provide an extensive and integrated education, the originators of the elementary school teacher education models advocate programs which are developed by an interdisciplinary team of specialists in allied fields. Through involvement of areas other than education, courses in foundations and methods will result in content that is more relevant to the needs of public schools. Where unanimity of goals is achieved, trainees will receive a well-balanced curriculum in several fields of knowledge and learning necessary for successful teaching. Trainees will also acquire skills that contribute to their developments as perceptive, educated individuals.

Most models recognize that a complex of interdependent organizational systems impinges upon teacher education programs. The models call for greater continuity between training experiences and actual professional experience through collaboration with surrounding school districts, neighborhood organizations, social agencies, industry, and state and federal offices of education. Coalitions between teacher training institutions and other concerned groups appear requisite to any program which tries to bridge the gap between the academic and practical worlds.

Modular Design

What has been designated as "curricular rigor mortis" is being overcome by fresh approaches to thinking about curriculum organization and content. Traditionally, the basic curriculum unit for teacher education has been the course. Although some of the ten models retain a course organization with improvements, most of them rely on the instructional module as a means of providing flexibility and individualization within the curriculum. A module, defined as a planned episode ranging in duration from a minimum of several hours to a maximum of several months, is organized around a single objective. A pretest often determines the student's readiness to attempt a module. If a student passes the pretest, he may be permitted to move on to more advanced concepts.

Each module specifies an instructional objective and criterion measurements, with knowledge and experiences for attaining a goal being carefully described. The module may suggest self-directed work or attendance at a lecture, interaction with groups of college peers, actual work with children, or various combinations of these and other activities. Techniques such as computer-assisted instruction, sensitivity training, microteaching, or simulation may be employed in the module.

With regard to experiences with children, each module seeks to organize the trainee's work in teaching-learning situations from simple to complex so that developing skills can be evaluated as the trainee grows in his role as a teacher.

More experiences with children in different settings throughout the collegiate program are encouraged, along with observations and student teaching at several academic levels.

Continuum of Learning

A major assumption of models is that schools can no longer justify the isolation of preservice from inservice teacher education. In the 1960s and now in the 1970s, rapid social changes require constant, relevant, inservice programs for teachers. Increasingly, new models of teacher education will embody differentiated staffing patterns which illustrate a continuum of experiences from undergraduate through on-the-job training. These models will provide for varying levels of responsibility or professional competency—paraprofessional, professional, and specialist; specific areas of specialization; careful initial and follow-up placement of teacher candidates; and a system of strategies to support the program. Continuous learning and professional development will replace compartmentalized preservice and inservice experiences by a model which reflects the professional growth of educators from their decision to enter teaching until their retirement from the profession. Not only should this process produce more effective teachers but it should also encourage research into alternative approaches to inservice education.

Performance Evaluation

The preservice-inservice continuum implies that a new relationship will occur between institution and teacher. Remaining in frequent contact with the college, the teacher will provide helpful data, which may lead to improved programs, and at the same time receive information from the college to update teaching performance. The college will be facilitated by two interrelated processes: 1) diagnosis and prescription according to individual teacher needs and 2) appraisal of teaching growth to determine career advancement within a differentiated staffing structure.

More so than in previous decades, institutions are conducting clearly defined evaluations of the teachers they prepare. Feedback on preparation by current and former students invariably leads to penetrating comments. The suggestions of students concerning all aspects of their professional training can prove valuable. To follow their graduates into practice, college administrators are assigning higher priority to teacher education and providing necessary financial resources.

Considerations for the Preparation of Reading Personnel

A major task of college reading professors is the preparation of young men and women to be good teachers. These professors are convinced that improved teacher education programs are possible and that innovations of a decade or two ago are no longer the most appropriate vehicles for the 1970s; they are equally convinced that piecemeal modifications of existing structures are not likely to produce desired results.

University Departmental Collaboration

In many cases, viable programs of the future will necessitate drastic reorganization of the internal structure of schools of education. At present, many departments in these schools are virtually autonomous. Innovative practices in the preparation of teachers of reading will require much closer collaboration with other departments, as well as within the department in which reading is located. In all probability, a fairly complete restructuring of departmental organization and operation will be needed. It is also essential that schools of education lose their insularity by eliminating the barriers between campus and noncampus. The improvement of teacher preparation in reading is dependent upon the extent to which these changes can be accomplished.

Regeneration of Professors

A review of the models for teacher education focuses attention on several other considerations. In the first place, it is not known with certainty what form the future world and its societies will take, nor is it possible to predict how children should be educated to live and work in those societies. Consequently, teachers must learn to be resourceful individuals, adapting themselves readily to changes in society as well as in their roles as teachers.

The development of self-renewing teachers can be accomplished only by self-renewing educators. Needed now, more than ever before, are model programs for the regeneration of college professors to enable them to gain expertise in assisting professional fledglings in the resolution of critical problems that will confront them. Furthermore, proposed new programs for teacher education will require major departures from present practices on the part of university faculties. These programs cannot be implemented without staff retraining.

As part of the regenerative process, the teacher of teachers must strive consciously to acquire new content usable by classroom teachers. Some educators believe this goal can best be achieved when college faculties periodically engage in the instruction of children. Others recommend that professors move into new roles as resource consultants in public school systems. Regardless of the route taken, these experiences may make it possible for professors to devise instructional behaviors that will reduce, if not eliminate, obstacles to pupil learning. Professors should also be able to attack intelligently teachers' perennial problems of pupil motivation, pupil achievement, and classroom organization. Moreover, they will be in better positions to remove artificiality from teacher-preparation programs. Until then, it appears relatively futile to expect to bridge the intellectual-psychological-status gulf between teacher educators and practitioners.

Beyond Easily Measured Outcomes

Although the objectives of all proposals were couched in behavioral terms, two documents acknowledged that not all significant teaching behaviors can be specified accordingly. When aesthetic or affective outcomes are valued products of learning, it may not be possible to predetermine the quality of the experience to the extent that it might be in the case of skills mastery. At present it appears that performance criteria are inappropriate for certain aspects of the teaching-learning process.

Program Flexibility Within Limits

Granted that individualization of student programs of study is desirable, the procedure of completely individualizing teacher preparation should be undertaken with caution. In some instances asking trainees what they would like to learn is tantamount to giving them freedom not to think, not to experience, and not to take part in what may be worthwhile activities. It is also possible that assuming that young adults will always know what they need to learn prior to any participation in communities, schools, and professional roles could be a case of expectation over experience.

Conventional reading methods courses taught in a college classroom from a prepared syllabus on Monday, Wednesday, and Friday by a specialist undoubtedly will yield to curriculum-problems and issue-oriented programs of study pursued cooperatively by students and professors. Attempts will be made to unlock present curriculum structure by replacing classwork with instructional modules. When these modules are considered tentative, rather than rigid, requirements and when they offer a rich variety of experiences and materials, they should permit a flexibility in designing individual programs heretofore unknown. Students should then have opportunities to assess the effectiveness of each module as they complete that component of the program.

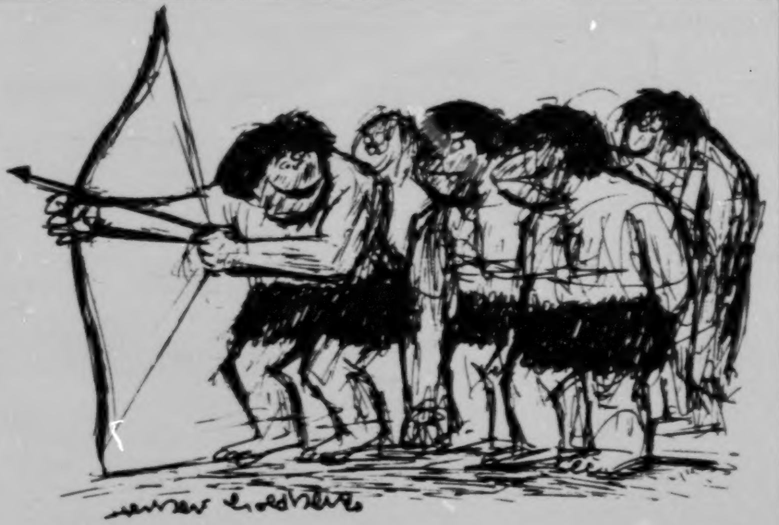
Some nonstructural alternatives should be provided, perhaps not for all students but at least for those who elect them. Eventually, it may be advantageous to allow students to write their own personal development plans so that those who prefer a structured sequential learning program may opt for it, while others could create a program better suited to their needs and interests.

What is meant by "individualizing the curriculum"? Most models view individualization as charting individual paths to predetermined goals. Individualization can be conceived more broadly. It can emerge from membership in a community; the trip to good teaching need not be made alone. Together teachers can learn new ways of living and teaching in professional schools, in workshops, and in community involvement, as well as through independent programs. Training for occupational socialization can take place through belonging to a reference group and through reality training by the use of simulation experiences and role playing.

Summary of Recommendations

New ways of developing teachers are demanded by current school problems and by the mood of the public. Colleges must make distinct commitments to innovation, demonstrating their willingness to break conventional patterns by testing new ways of learning and teaching.

In designing a new model or models for the preparation of reading personnel, the IRA Commission on High Quality Teacher Education will do well to eliminate past criticisms of undergraduate and graduate education programs by incorporating features of the models reviewed: individualization of instruction, instructional modules, behavioral objectives in areas where they are appropriate, coalitions of related groups, summative and formative evaluation procedures, provisions for different competency levels, continuum of experiences for preservice and inservice teachers, planning for institutional reorganization, retraining college instructors, and using technological knowledge for the improvement of programs. Because some newer models of teacher preparation devote limited attention to child development, an IRA model or models should give special consideration to the definition of developmental needs and characteristics of children. It then becomes appropriate to plan a curriculum with future teachers that will facilitate the growth of children by attending to their needs and characteristics.



"With this invention, chaps, you are witnessing the dawn of a mobile upward-achieving society!"

Reproduced by permission of artist Herbert Goldberg. From *Phi Delta Kappan.*

> I believe in the existence of a great, immortal, immutable principle of natural law, or natural ethics, . . . which proves the absolute right to an education of every human being that comes into the world, and which, of course, proves the correlative duty of every government to see that the means of the education are provided for all. —Horace Mann

The modular model places priorities upon the following:

1. Preparation for diagnostic teaching which is adjusted to the progress of each child in his particular environment.
2. Early and continuing involvement of teacher learners with children in classrooms.
3. Development of leadership competencies in reading specialists.

THE FLEXIBLE MODEL

Chapter Five

The Modular Content of the Professional Program

HARRY W. SARTAIN*

In a world where hundreds of billions of dollars are spent on lunar explorations, hundreds of millions of youngsters fail to learn to read fluently because a relatively low priority is placed upon programs for preparing classroom teachers to teach reading. In numerous countries, according to Downing (*4*), ". . . the professional training of teachers in respect to reading is primitive. . . ." And even in the United States, where graduate education programs that are available in reading ". . . represent an amazing contrast to the almost total neglect of the subject by the universities of most other countries . . . ," the undergraduate preparation of beginning classroom teachers is distinctly subprofessional.

The professional teacher, Broudy implies, is "a mischievous illusion" (*3*). He explains that adequate professional education must include, in addition to the study of appropriate disciplines, not one, but three types of practical applications to develop teaching proficiency—laboratory experiences, clinical teaching, and internship teaching.

Because professional preparation is more often superficial than thorough, educators, Brody believes, are inclined to adopt practices which are expedient, but inadequate. First, educators are prone to being duped by the "imposter phenomenon" in college program planning. Almost any intelligent, observant imposter can achieve some type of temporary success in a profession. While law schools and medical schools maintain their faith in themselves despite these occurrences, "schools of education . . . do just the opposite; they see in the success of the imposter an innovative design for the preparation of teachers." Further, in professions where the entrants are adequately prepared, special institutes are held primarily for the purpose of updating the members in respect to advances in research and procedure. But, "in school teaching, the inservice institute, extension course, workshop, and the lately imported teachers' centers (from Great Britain) are used to take the place of a skimpy preservice preparation" (3).

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* Ideas for this chapter were contributed by all members of the Commission, two IRA presidents, a large number of field consultants, and several reading specialists doing advanced graduate study.

These concerns are shared by a large proportion of the educators who have attained advanced preparation at the truly professional levels—the school instructional leaders and the studious professors—as well as by the parents of many students in the schools. Consequently, the members of the IRA Commission developed a model program which is only modestly innovative but which is significantly more substantial, especially at the professional entry level, than most programs of preparation for teaching reading have been in the past. Perhaps it could be said that its most innovative feature is its plan to provide in practice almost all of those program components which have been provided only on paper in the past—in the idealistic description of courses which could never accomplish more than a fraction of what they claimed to do.

Seventeen Areas of Professional Development

In order to be prepared at a professional level, teachers must have attained positive attitudes, extensive knowledge, and a variety of instructional skills in seventeen areas of learning in reading or in areas closely related to reading. These seventeen areas are beyond the usual studies in philosophy, psychology, sociology, measurement, and general methods in which most teachers engage. They do include a couple of areas of study (language and community sociology) which might be included in a teacher's general preparation in some institutions but which more often must be added to the reading program.

The seventeen essential components of a professional development program which were identified by the Commission with the assistance of a large number of field consultants are the following:

1. Understanding the English Language as a Communication System
2. Interaction with Parents and the Community
3. Instructional Planning: Curriculum and Approaches
4. Developing Language Fluency and Perceptual Abilities in Early Childhood
5. Continued Language Development in Social Settings
6. Teaching Word-Attack Skills
7. Developing Comprehension: Analysis of Meaning
8. Developing Comprehension: Synthesis and Generalization
9. Developing Comprehension: Information Acquisition
10. Developing Literary Appreciation: Young Children
11. Developing Literary Appreciation: Latency Years
12. Developing Literary Appreciation: Young Adults
13. Diagnostic Evaluation of Reading Progress
14. School and Classroom Organization for Diagnostic Teaching
15. Adapting Instruction to Varied Linguistic Backgrounds

16. Treatment of Special Reading Difficulties
17. Initiating Improvements in School Programs

Immediately it must be noted that these program segments are not intended to be equivalent in length or emphasis. Each will be emphasized differently according to the specific purposes of any particular program and according to the stages of advancement of the professional learners.

Likewise, it must be noted that there are reasons why the pattern of content appears to be somewhat different from that in most earlier programs. There are three segments on comprehension because these also include some topics which previously have been considered to be somewhat separate but related points—work-study skills, reading in content fields, and adjusting rate to purpose. And, there are three segments on literary appreciation because in the past teachers have failed to teach the majority of youngsters to love reading even when they were fairly accomplished in reading skills.

Modular Organization

The Commission has recommended that each of these components be developed as a module or a set of modules on instruction. In this program, a module can be defined as a segment of the total program which itemizes a number of related learnings and provides a distinct focus for instruction. It specifies the knowledge and skills competencies which teachers need at different stages of their development in undergraduate, graduate, and inservice preparation.

This detailed specification of learnings, if fully utilized, will make beginning teachers far more competent than in the past and will enable reading specialists to exert leadership in the continuous improvement of reading instruction.

Module Values

When the Commission began its planning, the modular concept was quite new and gave evidence of great promise for program improvement. During the two years that were required for the preparation of this model program, a few colleges and universities moved rapidly in the development of other modular programs. Because some of them utilized highly systematized or mechanized strategies for delivering the module activities to the learners, the specter of dehumanization has risen to embrace all modules in the minds of many educators.

This outcome is unfortunate because, as explained elsewhere, modular experiences can be delivered by one professor in a lively "course" structure or they can be delivered by instructional teams in a variety of other ways. Whether they become dehumanized is not the result of the modular segmentation of the program or the stating of objectives in competency terms. Instead, it is the result of having faculty members who are enamored of management systems and who enjoy organization more than human relationships. Such members would prefer to plan delivery strategies which minimize their relationships with students. Surely, the teaching competency requirements of new programs will necessitate more human interaction in the learning process than was ever the case when a disinterested professor droned through a conventional methods course using only a straight lecture procedure! The dehumanization specter thus can be pressed back into the shadowy alleys of the teacher educator's mind, where hopefully it will stand a jealous watch and serve to warn those who are tempted to organize the heart out of the learning process. This potential danger is weighed in considerably more detail in Chapter Twenty-Three.

Whether the strategy procedure for student and faculty involvement in any teacher education institution is based on a course format or some other format of an innovative style, the modules recommended here can be incorporated into the program. Their utilization will have these values:

1. Assuring the inclusion of all essential elements of an adequate reading education program.
2. Assuring that regular classroom teachers, as well as specialists, have a thorough grounding in the teaching of reading.
3. Providing classroom performance competencies in teaching, as well as knowledge competencies.
4. Providing a variety of ideas for teaching teachers and assessing their mastery of desired competencies.
5. Providing an approach to greater individualization of preservice and inservice programs.
6. Providing detailed objectives as visible evidence of the need to increase the amount of time spent on the reading preparation of most elementary and secondary teachers.

These factors should lead to a careful rethinking of priorities in university programs and staffing, as well as to consideration of the need for competent supervisory personnel to conduct ongoing inservice education in all school systems.

Module Format and Utilization

Module Elements

At this point, a brief review of the introductory description of the module is in order. Each complete resource module consists of five elements:

1. A *preparticipation assessment* plan—the procedure for determining the learner's readiness for or prior knowledge of the competency content of the module.

2. A list of the *teacher competencies* to be attained—a precise, behavioral statement of the expected outcomes of the module.
3. A list of *criterion behaviors* corresponding to the competencies—indications of the minimal performance that assures the attainment of each competency.
4. Suggested *learning experiences*—a variety of activities which will help the teacher learner develop the itemized competencies.
5. A *continuing assessment* plan—the procedure for determining when the criterion behaviors have been carried out satisfactorily.

Resource Modules in Multiple Levels

The seventeen modules included in the model are *resource modules* which can be divided into *instructional modules* for use in programs of undergraduate, graduate, and inservice education. The skeleton of each module is a list of major teacher competencies which become the behavioral objectives of the module.

Each resource module provides a developmental sequence of learnings from the basic competencies of a beginning teacher to some of the most advanced competencies of a reading specialist. To indicate the general levels of advancement, the component competencies under the major competencies in each resource module are grouped under three division headings—professional entry level, advanced level, and specialization level.

The *professional entry level* competencies are those required for adequately performing the fundamental instructional acts intelligently. They are those which the teacher must have in order to begin teaching, but some teachers may move into advanced work before the undergraduate preparation is completed.

The *advanced level* competencies are those which most teachers will attain as they continue their graduate and inservice study to become master teachers. The emphasis is upon a more skillful classroom performance and knowledge of the research that supports educational decisions and practices.

The *specialization level* competencies are those that a teacher will attain in order to do supervisory work, research, and university teaching. The emphasis at this level is upon leadership and experimentation to reveal new solutions to instructional problems.

The Instructional Module

An instructional module is any portion of a resource module that is required to fulfill a desired instructional function in the undergraduate, graduate, or inservice education program. University faculties must plan sequences of experiences which give every student an opportunity to learn the competencies in every module which is suited to his type and level of preparation. Likewise, instructional leaders in schools must help teachers assess their competencies to determine which portions of each module are needed to improve their capabilities through inservice programs. Each resource module, thus, may be used flexibly in different programs to build several instructional modules that are needed to foster steady professional growth.

For this purpose, the instructional module is not identical to the minimodule which has been prepared by some university faculties. The minimodule approach is one of constructing a separate module for each competency which is developed. The instructional module recommended here is one which aims to teach a number of closely related competencies at a given level of advancement.

The Seventeen Resource Modules Described

Reading is one of the four major communication processes, the others being listening, speaking, and writing. Its development in the normal listening situation is based heavily on growth in oral language fluency. Therefore, the seventeen modules include not only the competencies most directly involved in teaching reading but also the three that are required to understand and foster growth in some of the closely related communication skills. The sociological and psychological factors of the home and community setting in which the learner functions are also considered.

The minimal content of the resource module is briefly outlined here. No doubt, some faculties and instructional leaders will wish to expand the offerings of some modules.

MODULE 1 Understanding the English Language as a Communications System

Reading is a receptive communications process utilizing the medium of written language symbols. In order to understand fully what he is doing and in order to explain both the consistent and inconsistent aspects of the system, it is helpful for the teacher to have an introduction to the nature of communication in general and to the English language in particular. Therefore, a block of *cognitive objectives* in the professional education program should be included to develop the teacher's understanding of:

1. Language as a symbol system for transmitting ideas and feelings.
2. English language sound structures (phonology, morphology, intonation).
3. English sentence patterns and transformations.
4. The historical development of the English language.
5. Language change.
6. Dialect and usage styles.

This knowledge will be useful to the teacher in making decisions about procedures for teaching word attack skills, comprehension, and oral reading.

Module One should be included at the professional entry level for teachers in early childhood, elementary, and middle schools, as well as for secondary reading and English teachers. Further study at the advanced and specialization levels is appropriate for teachers doing graduate study in reading and English.

MODULE *2* Interaction with Parents and the Community

Schools are established by society to perform certain functions, and they lose the support of the society unless they fulfill those functions satisfactorily. On a more immediate level, each teacher must understand the neighborhood if he is to be successful in helping the families there fulfill their educational needs. A teacher, however, has a larger responsibility than merely responding to the community—he should also help to clarify for parents the values of education and the qualities that produce excellence in reading education. The professional education program, therefore, must include experiences to develop understandings and skills in:

1. Becoming familiar with the economics and sociology of any neighborhood.
2. Becoming familiar with the informal language patterns of the people.
3. Involving parents in setting the general goals of language and reading instruction.
4. Obtaining parental assistance in home and community activities that foster pupil growth in and toward reading.
5. Interpreting the communications development program to the community.

Because each community may be somewhat different from the next, it is essential that Module Two be given frequent attention in the inservice education program as well as in undergraduate and graduate programs.

MODULE *3* Instructional Planning: Curriculum and Approaches

This module offers an overview of the total reading program. This overview should include the general knowledge and performance competencies related to:

1. Understanding reading as a process of perceiving and interpreting written symbols which communicate meaning through association with prior experiences.
2. Itemizing briefly the basic skills and abilities to be developed in perception, word recognition, comprehension, rate adaption, study skills in factual material, and literary appreciation.

The module should also include opportunities to become familiar with the various instructional materials and with the operational approaches for utilizing the materials.

3. Demonstrating familiarity with basal reader series, "linguistic" reader sets, readers using special orthography, programmed textbooks, literary readers, skills development booklet sets, workbooks, supplementary readers, reference books, and library books
4. Demonstrating knowledge of three operational approaches for utilizing materials in teaching a) group instruction in textbooks followed by independent work in

other materials, b) teaching in self-selected books through individual conferences, and c) utilization of varied reading materials in a language experience approach coordinated with other communication activities.

An instructional module based upon the professional entry portion of the resource module should be offered to undergraduate teachers at all levels early in their professional preparation. This scheduling will allow an overview of the whole reading program and make the other modules more meaningful when they are studied in detail. The advanced and specialization levels should be utilized in graduate study and inservice programs to provide refresher experiences and to introduce new developments.

MODULE 4 Developing Perceptual Skills and Language Fluency in Early Childhood

Readiness test investigations have shown that visual and auditory perception skills contribute significantly to success in beginning reading. However, because these traits account for less than half the variance in most statistical treatments of such data, other factors also must be considered in a prereading readiness program. Although the additional factors have not been adequately pinpointed, some studies have indicated that children who have well-developed general language skills are the ones who are most successful in reading. In order, therefore, to teach beginning reading effectively the teacher must attain competencies in the following:

1. Leading young children in attaining a growing store of concepts and vocabulary, listening to sequences in stories, perceiving and enjoying character traits in stories, interpreting pictures, "reading" a sequence of pictures, enjoying rhythm and ideas in poems, articulating speech sounds in poetry and stories, obtaining sensory images from poems and stories, obtaining sensory impressions from the environment and attaching word labels, recognizing letters of the alphabet, recognizing written names and occasional words, distinguishing among similar sounds and symbols, contributing to group chart stories, dictating individual stories, writing initials and occasional words, describing imaginative ideas obtained from environmental impressions, participating in rich unit experiences, and numerous other experiences that enhance language growth.
2. Providing the types of experiences which make a child well adjusted socially in the school situation.
3. Utilizing informal observational skills and published instruments in assessing the child's readiness to undertake formal reading tasks.

Module Four should receive a particularly strong emphasis in programs for early childhood teachers and a heavy emphasis in elementary teacher programs. Part of the module might be omitted from the preparation of the secondary teacher at the professional entry level but would be included for all persons specializing in reading and English at any graduate level. Extensive programs of inservice education should be based upon this module in communities where many of the children enter school with limited language and experience backgrounds.

MODULE 5 Continued Language Development in Social Settings

As the child grows beyond the initial readiness stages, the teacher must be able to stimulate growth in all listening and speaking abilities, as well as in certain of the writing abilities, because they serve as a foundation for further reading growth. Because the child cannot read intelligently if the content or the language is beyond his range of experience, the teacher must also know how to extend and enrich this range, especially in social settings where experiences can develop creatively and somewhat spontaneously.

Through this module the teacher will attain competencies in the following phases of teaching:

1. Providing rich experiences to develop advancing concepts and precision in use of vocabulary.
2. Fostering active participation in a variety of social experiences.
3. Planning communications units which include stimulating, meaningful experiences in listening, speaking, reading, and creative writing.
4. Developing listening skills—friendly social listening, purposeful listening to factual and cultural content; and thoughtful, evaluative listening to distinguish fact from fiction, to distinguish fact from opinion, to determine pertinence of material, to determine completeness of material, to detect use of various types of propaganda techniques, and to become able to use the differential between speaking time and thinking time to summarize and evaluate content.
5. Developing speech skills—clarity in articulation, use of expressive intonation patterns in speaking, recognition of dialect and various usage styles, and poise in speaking situations.
6. Fostering understanding and enjoyment of dramatics—creative dramatics, puppetry, and play making.
7. Developing ability in group interaction—entering, contributing to, and changing a conversation; and contributing to guiding, and evaluating problem solving discussion.
8. Inspiring growth in creative writing—selecting interesting topics, utilizing figurative speech and other creative forms, producing suspense or surprise, and creating an appropriate mood.
9. Fostering ability to organize thinking in both creative and factual writing—sequencing ideas, developing paragraphs, and reaching satisfying conclusions.
10. Stimulating growth in ability to evaluate television programs in respect to theme, organization, originality, characterization, and interest qualities.
11. Developing the habit of drawing upon past experience to add meaning to new situations in reading.

The professional entry materials of Module Five should be included in the undergraduate programs of all teachers, except perhaps those who are preparing for the secondary content subjects other than English. The advanced and specialization points should, likewise, be included in elementary and secondary graduate programs, and at all levels the concepts have great potential for inservice education. This factor is true because too many teachers fail to recognize the importance of developing solid language foundations for reading.

MODULE 6 Teaching Word-Attack Skills

The critics of reading instruction and the authorities agree upon at least one point—that teachers must attain fully the competencies required for teaching children to analyze and recognize printed words and phrases that are new to them.

Through participation in the learning experiences of the module on word-attack skills, teachers should:

1. Become competent in helping children utilize the clues of configuration, consistent graphonemes, morphology, syllabication, phonic sounds, and context.
2. Become familiar with variations in techniques for teaching word recognition, including whole word, analytic, synthetic, and combination methods.

The word recognition techniques are taught only as tools to aid children in attacking unfamiliar words, however. Fluent reading can never occur until the youngster recognizes most whole words and phrases in his materials automatically and instantaneously. Therefore, the teacher must:

3. Become competent in planning and using a number of activities for helping children recall and respond to words quickly at sight.

These activities frequently should be of individual and pupil-team types which children can pursue somewhat independently while the teacher works with instructional groups.

The professional entry level competencies of Module Six should be introduced in undergraduate programs for all teachers—early childhood, elementary, middle school, secondary reading and English, and secondary teachers in content fields. Refinements and research should be studied by early childhood, elementary, middle school, and secondary reading and English teachers at the graduate levels. And, of course, the independent activities portion of the module usually is badly needed for inservice education programs.

MODULE 7 Developing Comprehension: Analysis of Meaning

Most authorities in the field agree that functional reading requires comprehension, the decoding of meanings from written symbols, rather than merely translating written symbols into oral symbols or words. Although it is difficult to obtain agreement on a precise definition, the complexity of comprehension can be explained to some extent by itemizing the many reading situations and reading tasks through which it is developed. To help teachers attain a rather complete understanding of the comprehension and study tasks along with competence in guiding children toward their mastery when reading in all fields of study, three modules are offered in the teacher education program.

This first module focuses upon the different types of basic understanding that are necessary for comprehension in recreational and academic content reading from a single source. Through work in this module the teacher should attain

1. An understanding of the comprehension construct.
2. Competence in teaching meaning signals given by language structure patterns: sentence structures, punctuation clues, paragraph structures, and styles of discourse (narrative, descriptive, expository, argumentative).
3. Competence in teaching the tasks of literal comprehension: understanding word meanings, perceiving main ideas, perceiving supporting details, perceiving sequences, and perceiving and following directions.
4. Competence in teaching the tasks of interpretive comprehension: detecting inferences, noting cause and effect relationships, noting comparisons and contrasts, formulating opinions and conclusions, anticipating next steps or outcomes, and other related tasks.

This module on the fundamental nature of comprehension should be a part of the reading education of all teachers at all stages of their development. It is particularly important that it not be omitted from the content field education of secondary teachers who seldom have an adequate understanding of their responsibility to teach young people how to read the materials used for instruction.

MODULE *8* Developing Comprehension: Synthesis and Generalization

This module places an emphasis upon three major sets of comprehension tasks: a) critical or evaluative reading, b) combining information from several sources in a meaningful manner, and c) forming generalizations on information available within certain fields of content. In a sense, the module might also be considered to include creative reading. However, as the term often is used and misused, "creative" reading is the utilization of a number of skills which are classified under interpretive comprehension, evaluative reading, and literary appreciation.

Through this module the instructor should attain competence in teaching children:

1. To evaluate carefully the content of their reading to determine whether it is factual or creative, factual or personal opinion, pertinent to the topic at hand, complete, representative of different points of view, and accurate.
2. To determine the type of logic a writer is using to convince the reader.
3. To evaluate carefully the content of material in textbooks, references, and periodicals by identifying any of several common propaganda techniques.
4. To combine information read from a number of sources by developing an integrative outline as a framework for speaking or writing.
5. To form generalizations from information read and synthesized within a specific field of content study.

The professional entry level experiences in Module Eight might be used only briefly in undergraduate programs for early childhood teachers, but the experiences should have heavy emphasis in the programs for all other teachers. Of course, all teachers at advanced and specialization levels also can profit from studying related research or designing their own innovations for teaching in this area. Segments of the module are especially suitable for inservice programs for intermediate, elementary, and secondary teachers who may be puzzled by the problems their students appear to have in performing various tasks.

MODULE 9 Developing Comprehension: Information Acquisition

The third module on comprehension helps the teacher prepare to instruct young people of all ages in how to locate information, how to study it systematically, and how to retain it for current or future use.

More specifically, the instructor should attain competence in teaching youngsters:

1. To set purposes for reading.
2. To locate information in a book by using the table of contents, index, and section headings.
3. To locate materials on various subjects in a library.
4. To prepare and use bibliographies.
5. To use various types of reference materials (dictionary, encyclopedia, atlas, almanac, *Reader's Guide*, etc.).
6. To read and utilize the aids to comprehension (maps, graphs, tables, diagrams, footnotes, appendixes, glossaries, and typographic clues).
7. To vary the rate of reading according to the task and the type of materials from slow, careful reading to skimming and scanning.
8. To utilize productive techniques for identifying and retaining significant information (underlining, note taking, outlining, previewing, summarizing, self-recitation, reviewing).

Module Nine may be omitted entirely from the undergraduate programs of early childhood teachers, but, again, it should have extremely heavy emphasis in programs at all other levels and at all stages of teacher development. Strong inservice programs based upon this module are needed for intermediate elementary, middle school, and secondary teachers in all fields. The competencies related to the teaching of rate differentiation, which were often listed separately in older programs, must not be slighted because of being included here.

MODULE 10 Developing Literary Appreciation: Young Children

Schools have been much more successful in teaching children how to read than in inspiring them to want to read. While approximately 87 percent of the population in the U.S. may be functionally literate when completing programs of formal education, the proportion who become avid readers is far smaller. If this situation is to be improved, a much greater emphasis must be placed upon developing literary appreciation in the future than has been the case in the past.

The teacher who works with young children should become competent in:

1. Selecting literary materials which will be understood and enjoyed by young people.
2. Leading the youngsters to enjoy and react with emotion to a) characterization, plot

sequence, and climax in stories; b) rhythm, euphonious sounds, mood, and sensory imagery in poems; and c) personal identification opportunities in dramatic play.

3. Participating happily in character reproduction through puppetry and other forms of dramatics.

Module Ten should be extensively developed for early childhood and elementary teachers at the undergraduate level but might be omitted from the programs of secondary teachers. At the graduate level, it should receive continued major attention for early childhood and elementary teachers as well as for secondary teachers of reading and English who are progressing toward leadership roles in supervision and curriculum development.

MODULE 11 Developing Literary Appreciation: Latency Years

The years of latency in physical growth are the years of dramatic growth in the volume of literary reading and the attainment of literary taste. The teacher, therefore, who works with elementary and middle school youngsters must be competent in helping children in:

1. Selecting books at appropriate levels of difficulty and on themes which coincide with individual interest, while fostering the broadening of interests.
2. Contrasting and discovering the differences between literature that is well conceived and well written and literature which is trite.
3. Discovering and reacting to pleasing qualities in literature, such as a) interesting beginnings, plot sequence, climax, characterization, figurative expressions, unique ideas and approaches, conversation, and moods in stories; b) the theme or purpose, musical qualities, sensory imagery, uniqueness, mood, and honesty in poems; c) the setting, conflict, characterization, and sequence of events in drama; and d) common literary devices such as foreshadowing and flashback.
4. Participating actively and showing emotional responses in oral reading, choral reading, recreational reading, creative dramatics, puppetry, and play making.

Such enjoyment does not result from memorizing the names of authors and their publications. Instead, it comes from happy involvement in guided and independent recreational reading which is shared quite spontaneously with others without such forced, fear-producing practices as preparing formal book reports. Therefore, the teacher also must develop the competencies necessary for leading the children in:

5. Sharing enjoyable books.
6. Recognizing some of the most common forms of prose, such as, fables, proverbs, myths, legends, folk tales, fairy tales, realistic fiction, biography, and autobiography.

Because too many teachers have focused upon teaching reading skills without making reading a joyful experience, Module Eleven must be developed much more strongly in the undergraduate and graduate study programs of elementary and middle school teachers than it has been in the past. Teachers of early childhood need an introduction to the module because it is pertinent to instruction for their more advanced children. Secondary teachers of reading and English likewise need to be familiar with the content of the module because it is appropriate for many of their students who are maturing relatively slowly. Inservice education programs may utilize the module to fill in gaps in the preservice preparation of teachers as well as to acquaint them with recently published literature for children.

MODULE 12 Developing Literary Appreciation: Young Adults

This module, to be studied by teachers of young adults in the secondary schools, should be taught in such a way that instruction in literature has the primary purpose of leading young people to enjoy reading extensively. The "literary criticism" approach to teaching usually has resulted in more young people being alienated from good books than being drawn toward them. The qualities of fine literature still should be taught, but they should be *discovered* to explain why young people enjoy various selections rather than being studied as ends in themselves.

First, the teacher will learn to help children use more advanced materials to reinforce their earlier enjoyment of literary forms and qualities mentioned in Module Eleven. Then he should learn how to continue developing appreciation of more sophisticated literary qualities. Therefore, the teacher should attain competencies related to:

1. Teaching the literary concepts of Module Eleven in materials at the young adult level.
2. Leading young people in the study of fiction to enjoy a) visualizing the setting of the story, b) recognizing the central theme of the story, c) inferring the time placement, d) inferring character traits from action and speech, e) observing character change resulting from events, f) perceiving conflict, symbolism, and varied language usage styles, and g) predicting conflict resolution from psychological and physical circumstances.
3. Helping young adults in the study of biography to enjoy a) distinguishing patterns of organization, b) noting change or consistency in character growth, c) recognizing transitions between main ideas, d) determining authenticity of materials, and e) detecting the author's attitudes, prejudices, and assumptions.
4. Guiding young people to read other nonfiction materials and helping them to a) distinguish patterns of organization, b) determine the author's purpose, c) follow the transitions from one idea to the next, and d) detect implicit assumptions, unproved assumptions, and author bias.
5. Fostering enjoyment in the study of poetry through a) identifying the theme, b) observing the universality of themes for different times and peoples, c) becoming familiar with contributions from various national and cultural groups, d) observing differences in patterns of rhyme and rhythm, and e) noting varied types of narrative and lyric forms.
6. Leading young adults in the study of drama to enjoy a) identifying basic dramatic elements (conflict, protagonist, antagonist, climax, denouement); b) inferring characters and expression from dialogue; and c) recreating stage settings from directions and dialogue.
7. Fostering recognition of prose forms studied earlier, plus recognition of two additional forms—the novel and the parable.

Regardless of whether reading is taught as a part of the English program or as a separate subject in the secondary schools, the development of literary enjoyment is the responsibility of all those who teach reading and English. Therefore, the competencies at the professional entry and advanced levels of Module Twelve are essential in the undergraduate and graduate education of secondary teachers. Specialists who are going to be working with teachers in secondary schools will, of course, need the competencies at the specialization level also. Because so much literature is taught in a manner that makes young adults despise it, the content of this module should be useful for inservice programs that are planned to reverse the process.

MODULE *13* Diagnostic Evaluation of Reading Progress

Because all teachers in good schools of the future must become competent in diagnostic assessment in the classroom and because general measurement is only the first step in a sequence of diagnostic steps, the whole assessment sequence is treated in one module instead of being divided according to tradition under the separate headings of "measurement" and "diagnosis."

Early in this module the teacher should learn or review several essential concepts:

1. The conventional graded approach to teaching has resulted in mediocre progress or worse for many youngsters because it is based upon the erroneous assumption that most children are ready for a particular phase of instruction when they all happen to be of a given chronological age.
2. To achieve significantly improved progress in reading, challenging the gifted and overcoming the problems of others, the schools must recognize the extent of human differences and replace the graded approach with some appropriate style of personalized diagnostic teaching.
3. Personalized diagnostic teaching is highly differentiated instruction based upon careful assessments of individual backgrounds, personal adjustments, aptitudes, and achievements. (In personalized diagnostic teaching the curriculum becomes a guide for choosing and sequencing learnings rather than a statement of inflexible annual standards.)
4. Personalized diagnostic teaching requires continuous group and individual assessment in order to determine each child's level and pattern of progress and to guide planning for continued instruction (contrary to the conventional year-end achievement testing done primarily for purposes of determining and recording levels of progress).
5. "General measurement" and "diagnosis" are not separate processes; instead, they merely signify different stages in the assessment process, which is not complete until it provides both general and precisely detailed information about the child's growth.
6. Because diagnostic assessment must be practiced with all children, *every classroom teacher* of reading must have a good knowledge of several diagnostic tools and techniques to be applied in diagnosing growth in each of the seven phases of reading development.
7. The *reading specialist* should have competencies in using and interpreting additional tools that are required for exceptionally disabled children whose problems baffle the excellent classroom teacher.

In order to carry out the measurement and evaluation steps in diagnostic teaching every instructor must learn:

1. To determine the general level appropriate for group or individual reading instruction.
2. To estimate the optimal level of achievement for each child.
3. To assess reading achievement periodically in order to determine each child's general status and to compare this with his optimal achievement level.
4. To locate the child's general strengths and weaknesses.
5. To analyze in great detail the child's difficulties in any of the major areas—concept development, word-attack skills, comprehension, rate adjustment, study skills, work habits, and literary appreciation—in which his achievement is significantly below expectation.
6. To interpret reading errors and miscues on the basis of psycholinguistic knowledge when prescribing further instruction.
7. To determine optimal modes of perceptual learning for children experiencing persistent problems.
8. To isolate subtle learning disabilities that dictate special adjustments in the child's method and materials of learning.

In order to upgrade their competence to a real professional level every teacher in early childhood, elementary, middle school, and secondary reading and English should attain the proficiencies outlined at the professional entry level. Those individuals moving toward the qualifications of master teacher or reading specialist need much more work at the advanced and specialized levels. In every school system there can be found a great many teachers whose students would profit tremendously if inservice education programs were initiated to develop competencies from one or more of the module levels.

At the undergraduate level this module necessarily must be sequenced at a point in the program after students have been introduced to all of the reading skills. At the graduate levels it might be placed early in the program to establish a diagnostic teaching philosophy for those who previously have not understood the necessity of diagnosis in daily teaching.

MODULE *14* School and Classroom Organization for Diagnostic Teaching

The type of personalized diagnostic teaching that is recommended for the future requires that schools and classrooms be organized in a style that permits teachers to work with individuals and small groups during most of the day in order to tailor their teaching to the different patterns of growth. Consequently, this module should provide the teacher with:

1. Knowledge of the extent of human variability.
2. Knowledge of criteria for judging organizational patterns.
3. Knowledge of the general characteristics of major organizational systems.
4. Familiarity with the research on effectiveness of different school and classroom organization patterns.
5. Competence in using multiple organization patterns flexibly to provide the maximum amount of personalized teaching in the amount of time available.

The professional entry competencies of this module should be attained by all teachers at all levels. Teachers who are progressing into consulting and curriculum leadership positions will need the advanced and specialization competencies. The module can be used profitably for inservice education in all schools where teachers still cling to conventional whole-class or inflexible three-group patterns of organization.

MODULE 15 Adapting Instruction to Varied Linguistic Backgrounds

Most large and many small countries contain regions or communities in which the experience backgrounds and the language patterns of the children are somewhat different from those of the majority for whom most reading instruction sequences are designed (*4*). The personalized diagnostic teaching philosophy requires that special provisions be made to insure the success of these children in learning to read.

The teacher who will work with linguistically different students must learn how:

1. To express a positive view of the child's capability in learning.
2. To become intimately familiar with each child's pattern of home and community life (expanding upon Module 2).
3. To become intimately familiar with each child's pattern of reading achievement (utilizing competencies from Module Thirteen).
4. To convince the child and the parents of his honest concern.
5. To provide an unusually rich program of development in functional language (expanding upon Modules Four and Five).
6. To introduce reading through experiences and oral language forms that are personal.
7. To provide reading materials about characters with whom the child can identify.
8. To differentiate between oral reading errors and particular speech patterns related to different linguistic backgrounds.
9. To enhance the child's self-concept through learning experiences which guarantee success and familiarize him with successes of leaders from his ethnic or regional background.
10. To provide highly individualized, personalized instruction (as recommended in Modules Thirteen and Fourteen).
11. To adopt procedures that quickly reinforce correct responses.
12. To provide a productive balance of structure and informality in the program.

Module Fifteen provides appropriate learning for teachers at all levels who are planning to teach in the inner-city black neighborhoods, in Appalachia, in American Indian communities, in Mexican-American communities, and in all regions in the U.S. and in other countries where any proportion of their students have linguistic backgrounds which are different from the usual middle class citizen. Many teachers currently serving in such communities are unprepared to cope with the language and cultural differences of the people and should become involved in programs of inservice education built upon the module.

MODULE 16 Treatment of Special Reading Difficulties

Every teacher in a modern school must know how to make some program adjustments to relieve individual difficulties. But, even when every teacher is prepared to do personalized diagnostic teaching, there will be a few children in every school whose problems in learning to read are so extreme or so unusual that the teacher in the regular classroom will not have the time to diagnose or treat them. Consequently, there still will be a need for the person who has special expertise in diagnosing and treating unusual difficulties. Many of these instructors will be in regular classrooms most or part of the time while being released during certain periods or on a rotating arrangement to assist other teachers with such cases. Others will be assigned regularly as special auxiliary faculty members.

By participation in the activities of this module, the teacher will attain competencies that indicate:

1. An understanding of the nature and cause of reading disabilities in normal youngsters.
2. An understanding of the causes of reading disabilities in children having special types of handicaps—low academic aptitude, emotional or social adjustment problems, and subtle learning disabilities.
3. Skill in utilizing survey-test results in the ongoing assessment process to detect imbalance in individual reading growth and skill in interpreting analytic diagnostic tests and observations.
4. Skill in selecting and involving the child in high-interest materials that will stimulate his lagging interests.
5. Skill in selecting or preparing a variety of materials that are appropriate for use in correcting different types of reading difficulties at various age levels.
6. Skill in utilizing a variety of methods and techniques in classroom and clinic with children at the early stages of reading who are having difficulties with concept attainment, word attack, and literal comprehension.
7. Skill in utilizing a variety of methods and techniques in classroom and clinic with young people at the more advanced stages of reading who are having difficulties in interpretive and evaluative comprehension in content fields, adjustment of reading rate, study skills, and obtaining pleasure from reading fiction and poetry.
8. Skill in making adjustments in classroom reading programs for children having unusual modality preferences in perceptual learning, low mental ability, social or emotional adjustment problems, or subtle learning disabilities.
9. Skill in detecting and correcting problems of language deprivation in young children.
10. Habit of involving parents in cooperative efforts to help individuals.
11. Capability in contributing to the development of the special reading room, the clinic, or other facilities to aid children having severe reading problems.

The professional entry level competencies for Module Sixteen are needed for all teachers of early childhood, elementary, middle school, and secondary reading and English classes so that they can carry out the first level of corrective instruction as a part of the diagnostic teaching procedure in the classroom. Teachers of secondary content fields should also be introduced to those portions of the module that will be useful in helping children overcome difficulties in reading assigned materials. Teachers doing graduate work at the advanced and specialization levels need a heavy concentration of work in the module to prepare them for masterly work in the classroom, in the clinic, and in giving supervisory assistance to other teachers.

Because most supervisory surveys show that the major concern of classroom teachers is how to give individual assistance to children having special problems, this module should be invaluable in the planning of inservice education programs.

MODULE 17 Initiating Improvements in School Programs

All faculty members should be prepared to participate in efforts to improve instruction because no system has ever reached perfection and every professional person has the responsibility to take action toward the improvement of the performance of his team. Those teachers at the professional entry level necessarily must be most concerned, however, with the adequacy of their own performances. The heaviest responsibility for initiating improvements in overall school programs, therefore, must fall upon the teachers at the advanced and specialization levels.

In this module the teacher and instructional leader should attain a host of special competencies which will prepare them to exhibit the following behaviors:

1. Regularly utilizes a variety of professional resources in seeking solutions to instructional problems in reading and the related language arts.
2. Understands supervision as a process of exerting leadership to help faculties increase the school's effectiveness in teaching reading and the related language arts and participates cooperatively in the process.
3. Knows and utilizes principles of adult psychology in analyzing problems of resistance to instructional change and in leading faculty members around emotional blocks to group progress.
4. Understands the leadership process and performs a variety of leadership roles effectively.
5. Exerts leadership constructively in specifying the objectives of diagnostic teaching of reading and the related language arts and in evaluating the effectiveness of the instructional program.
6. Exerts leadership in group supervision—the planning and initiation of inservice education programs and activities for faculties.
7. Exerts leadership in individual supervision—helping teachers increase their effectiveness in diagnostic teaching.
8. Exerts leadership in the selection of improved instructional materials and resources for diagnostic teaching in reading and the related language arts.
9. Demonstrates skill in the planning and preparation of concise, useful new technical materials of instruction, such as bulletins, curriculum guides, journal articles, project analyses, and information releases.
10. Contributes constructively to the formulation of school-wide decisions concerning innovative recommendations and recurring problems related to diagnostic teaching (such as improving facilities, improving faculty relationships, improving school and classroom organization patterns, changing procedures for admission of beginners, adapting programs for children from atypical backgrounds, utilizing paraprofessionals and other differentiated staffing resources, and employing systems analysis in curriculum planning).

11. Contributes to the professionalization of faculty attitudes, competencies, standards, and evaluation.
12. Exerts leadership towards the improvement of diagnostic teaching practices through informal experimentation and formal research.

Some portions of this module are important to teachers at the professional entry level so that they may learn the opportunities for professional growth in the teaching situation. All portions of the module are especially important to teachers and supervisory personnel at the advanced and specialization levels because if any significant progress in literacy is to be made, these individuals must assume major responsibilities for small and large group leadership in helping their schools progress toward a superior standard of reading instruction for all students.

Building Instructional Programs from Modules

Optional Sequencing

The sequencing of modules in the programs of any institution is entirely optional. In a few instances, of course, it is obvious that the knowledge and teaching competencies from one module are requisite to the learnings to be developed in another. Otherwise, each faculty should sequence the modules in the manner most suitable for the convenience of their groups and in the way most meaningful to the students. Probably the sequencing for undergraduate students will be quite different from that for graduate students because different experience backgrounds require different emphases in programs.

Optional Progress Rates

While the commission members estimated that the professional entry level competencies were necessary in outstanding beginning teachers, some institutions may decide to ask their graduates to go even further into the advanced level competencies. Likewise, some graduate students will find it necessary to attain certain entry level competencies which were omitted from their undergraduate study. Each faculty will make its own determination of the competency progress levels to be expected of master and doctoral students. In the best situations, the rate of progress in attaining competencies at the three levels of advancement may be individualized so that teachers at any degree level may work at their own ability levels.

Optional Instructional Styles

As stated earlier, the first purpose for module description and development is to specify more clearly than in the past the precise capabilities in reading instruction that teachers should have. Thus, this modular plan functions primarily to outline the knowledge and competency content of reading programs, but not to suggest the strategies by which the programs should be delivered to the teacher-learners.

This point must be made clear because module development in some situations has focused more upon the delivery system than upon content, and the difficulties and dislikes related to delivery systems in other modular plans should not be attributed automatically to this modular model. In other words, it is not necessary to use any particular programed, videotaped, or other mechanical style in delivering the knowledge and competencies of the modules. While modern technologies certainly may be utilized, it is also possible to involve students in text and reference reading, in small and large group discussions, in lectures, and in whatever other instructional media and styles each professor finds to be most productive. Actually, the commission members recommend that a variety of delivery strategies be employed rather than limiting the teaching to only one medium or style.

It has also been previously stated that the modules of knowledge and competency content may be "packaged" in any style suitable for the institution—discrete courses, open-ended courses, continuous sequences, and other innovative plans. This matter is explained in Chapter Six.

Module Content Recommended as Minimal

Each educational institution is somewhat unique in respect to its major goals, its financial and space resources, its faculty size and competence, and its students' backgrounds. Therefore, no single model for teacher education would be exactly suited to the needs of a number of institutions. The modular model offered here has the special value of being highly flexible in its use, as explained previously.

Flexibility, however, must not be interpreted to mean the omission of essential elements from the program in teacher education for reading. While the strategies for teaching the modular content and the sequences in which the modules are introduced may be highly variable, the adequate reading preparation of teachers requires that all modules be utilized in preparing teachers at various levels.

Preparation of Modules

This model provides a description of the essential modules to be included in programs of professional reading education, but it is intended that each institution will develop the details of its own modules. Therefore, suggestions on module preparation are offered, and a number of sample modules are provided both for possible utilization and for criticism. The following description of module planning is included both to explain how the sample modules were prepared and to guide others in module preparation.

Preparticipation Assessment

The preparticipation assessment at the beginning of each module has two functions: 1) to determine whether the teacher-learner has the prerequisite knowledge and teaching competencies from prior studies and experience to prepare him to progress into the next instructional stage of the module and 2) to determine whether the teacher-learner already has mastered some of the knowledge and teaching competencies at the level to be introduced so that he can be permitted to omit further learning experiences related to those mastered competencies.

While oral and written tests have been used effectively in the past to measure knowledge competencies, it is necessary to go beyond tests to assess teaching performance competencies. Because both the knowledge and the performance capabilities should be assessed, it is recommended that in introducing each module at the preparticipation stage the instructor or inservice education leader should use two or more of the following techniques for obtaining assessment data:

1. Written tests
2. Oral tests
3. Individual or small group conferences on details of teaching practices
4. Observation of classroom performance
5. Videotapes of classroom performance
6. Self-assessment checklist of competencies (especially for inservice education)
7. Simulated teaching with peers as observed by instructor or peer evaluators
8. Written descriptions of teaching behaviors
9. Annotated bibliographies prepared on an instructional topic
10. A unit or lesson plan prepared for a specific purpose
11. Instructional materials prepared for use with specific lessons
12. An instructional bulletin or curriculum-guide section prepared by the teacher-learner
13. Presentation of data on student progress
14. Presentation of data on improved parent attitudes.

Teacher Competencies

Teacher competencies are the intelligent behaviors that teachers are prepared to initiate as a result of their general and professional education. The behaviors reveal knowledge, values, and skills in performance. Because all teacher-education experiences are directed toward the development of teaching competencies, they are the final objectives, or outcomes, of teacher education. Likewise, they comprise the most important element in each module, indicating precisely what the module will accomplish.

The writing of teacher competencies and other educational objectives is especially difficult at this time because authorities currently hold such strongly divergent opinions on the matter. The Commission, however, decided that it is appropriate to list teacher competencies when certain criteria are followed and when it is understood that the itemized competencies are minimal objectives that in no way limit the addition of others desired by the educators concerned.

The criteria recommended for stating competencies for teachers of reading and the related language arts follow:

1. Competency statements should reflect a recognition of the basic interrelationships among the language arts.

Oral language skills are the foundation of reading skills, and an understanding of the structure and of the mechanics of written language is also required for fluent reading. Therefore, no teacher can be a fully effective reading instructor without having the competencies needed for teaching or for cooperating with others in teaching the child the related language understandings, attitudes, and skills.

2. Competency statements should be worded in a simple, straightforward manner so that they can be easily understood and utilized by the learner and the instructor.

Competencies and other objectives which appear to have been written to impress the reader with the writer's erudition or his skill in using a thesaurus usually have had no appreciable effect upon educational practice.

3. Competency statements should be specific and detailed enough to provide clear guidance for students and instructors but also brief enough so that they can be assimilated and used.

In the past some statements have been so broad as to be merely general platitudes. Others have been so detailed, repetitive, and voluminous that they have overwhelmed the student and the instructor with verbiage, thereby providing no help in planning teacher-education experiences which can be completed within reasonable time limits.

4. Competency statements should specify or clearly imply desired teaching-learning acts or behaviors.

There has been a great deal of disagreement concerning the adequacy of goals stated as behavioral outcomes. The humanist suspects the behavioral psychologist of attempting to mold children's minds in a predetermined brave-new-world style that would minimize individuality. The behaviorist responds to this criticism by showing that some humanist teachers set goals that are too vague to be helpful.

Educators have been critical, also, when behaviorists have declared that no educational objective should be stated if the instructional outcome cannot be measured. Because this charge too often is interpreted as meaning "if the instructional outcome cannot be measured easily by traditional instruments," it would mean the elimination of all objectives leading to the development of attitudes, appreciations, and values. Obviously, these are among the most important objectives of instruction in literature, as well as in civilized human relations; and their elimination is unthinkable to any but the simple-minded. Instead, we must specify the objectives that we deem important and then seek new ways of observing and measuring behaviors that indicate progress toward their achievement.

5. In relation to each general competency there may be specific statements that imply several kinds of behaviors:
    - A. Valuing—displaying positive attitudes toward the children, the profession, and the communication arts.
    - B. Understanding—knowing the concepts and principles to be taught.
    - C. Applying—using knowledge of how to teach while working with learners.
    - D. Analyzing-Changing—evaluating professional processes and devising new and better teaching techniques.

Some writers recommned the use of complex taxonomies in planning competency objectives. The commission members examined competency lists based on such taxonomies and concluded that while published taxonomies are extremely helpful in stimulating thinking about educational objectives—if they are followed slavishly—the result is wordy and repetitious. In actual practice the observation of one behavior can imply the fulfillment of more than one closely related goal, making it unnecessary to itemize every degree of development. This simpler four-phase classification of competencies, therefore, was devised to be utilized as a guide rather than as headings for a rigid matrix chart.

6. Competencies should be stated at the entry level, the advanced level, and the specialization level, when appropriate, to indicate growth in capability.

It is impossible for a beginning teacher to have mastered all of the skills in reading instruction. Therefore, competency statements should indicate which capabilities are essential at the beginning of teaching and which are to be developed through additional study and inservice work.

7. Competency statements may be grouped in such a way that they are an aid to teacher education in planning blocks or modules of experiences which can be built into teacher-education programs and inservice programs.

The preparation of an excellent teacher of reading is a long process. The program of preparation may be divided, consequently, into meaningful segments or modules.

Criterion Behaviors

The criterion behaviors are the sample behaviors that serve as evidence that a competency has been attained. They are the immediate end products of early or recent learning which will be assessed by the instructor or supervisory worker in determining whether the teacher-learner has attained the competencies that were itemized as objectives of the learning experience.

If, for example, the stated competency was, "Uses a published instrument to determine the child's appropriate instructional level in reading," a criterion might be, "Determines instructional levels of three children with Spache Diagnostic Scales."

Several suggestions on the statement of criterion behaviors follow:

1. More than one form of criterion behavior should be specified for each competency when possible.

An error frequently made in connection with the preparation of behavioral outcomes has been that of stating only one behavior as the criterion for the attainment of each understanding, skill, or attitude. For example, in the preparation of teachers of reading one might state a competency such as this: "Adapts reading instruction suitably for children having subtle learning disabilities," followed by the criterion behavior, "Provides two children with Frostig exercises." Then, if the standard were applied consistently, the behavior of a student teacher would be assessed negatively if she were following a fine cooperating teacher's example by using the Fernald technique and other procedures that have been proven productive. In this case, the learner would not be given credit for achieving the outcome because the criterion behavior was too limited to allow other valid, perhaps superior, performances. Therefore, it is essential that optional behaviors be suggested as evidence of learning when possible.

2. The preparticipation and postparticipation assessment techniques should be considered carefully in stating criterion behaviors for competencies.

Teacher-education plans must be based upon the realities of the availability of qualified instructional and supervisory personnel. These may be university professors, cooperating teachers, graduate assistants, and public school coordinators and consultants. Usually the number of available qualified people will be minimal. The person using the module should consider, therefore, which types of assessment procedures can be utilized—tests, observations of teaching, reports of teaching, etc.—and specify those which are feasible. Obviously, observations of teaching behavior are the best method for assessing some types of competencies, but there must be adequate time for university professors to be in the field for this purpose, or the learners must be working with cooperating teachers or supervisory personnel who can evaluate performance.

3. The level of performance required necessarily must be determined by the instructor or the educational department that is conducting the program.

Although the sample modules sometimes may specify the level of performance for a criterion behavior, such as "85 percent accuracy on a written test," or "completes subtle learning disability checklists on three pupils," these levels of performance must be considered only as suggestions. Tests differ in difficulty, teaching situations differ in numerous ways, and programs differ in their emphases. The appropriate performance levels for each criterion behavior, therefore, can be determined only by the instructional staff involved.

Learning Experiences

With each module it is appropriate to list several types of learning experiences that would be suitable for attainment of the competencies that are recommended. A few suggestions concerning the selection of learning experiences are offered:

1. In order to assure actual competence in teaching behaviors, the learning experiences should involve the future teacher in working with children as early and as frequently as possible.

While knowledge is essential to competence in teaching, knowledge without skill in communicating with children and in managing instructional situations is useless. The profession must mature beyond the arguments on knowledge versus teaching skill and demand knowledge plus teaching skill. The earlier the potential teacher becomes involved in working with children the better is his opportunity to grow in competence or to make a decision about choosing a different professional goal.

2. In inservice education or in part-time graduate study programs, the learning experiences should require the teacher to make some immediate improvements in his classroom procedures.

Too frequently, experienced teachers have earned master's degrees without making any changes in their teaching practices. The inclusion of performance improvement requirements will guarantee that this stagnation does not happen.

3. The learning experiences utilized with each module should be varied enough to produce different types of learnings and to make the work interesting.

An overemphasis upon one of the newer learning procedures, such as viewing cartridge films, can be as tedious as an overemphasis upon an older procedure, such as lecture attendance. Variety will result in stronger learning than otherwise.

The following tasks are among the many types of valid learning experiences from which the module planner can choose:

Study textbooks
Study supplementary textbooks and journals
Study guides and manuals for tests and instructional materials
Attend lectures and conferences with the instructors
Share ideas during informal group discussions with peers and parents
Participate in structured problem-solving discussions
View firsthand demonstrations of teaching
View videotaped demonstrations and other presentations
Listen to taped records of pupil-teacher interaction
Tutor an individual child (as an early experience or for diagnostic and remedial experience)
Teach a small group of children for several days or weeks
Participate in student teaching or internship experiences
Observe oneself teaching on videotape or listen to a record on sound tape
Discuss one's teaching with another observer
Administer diagnostic tests and achievement tests
Prepare a test or reading behavior checklist and use it
Try a recently learned instructional technique in the classroom and assess pupil growth
Attend a case study conference held by a faculty and school psychologist on one child's serious difficulties
Prepare a detailed case study on one child
Establish a set of criteria for evaluating instructional materials
Analyze and evaluate instructional materials
Listen to recordings on teaching
View films and filmstrips on teaching
Study pupils' records and note growth patterns for individuals and groups
Prepare an instructional bulletin on a specific phase of reading or another one of the language arts
Plan and carry out an informal experiment with a new teaching technique or set of materials
Plan and carry out a formal experiment involving several classes
Survey parent and pupil attitudes concerning the program of instruction
Gather and analyze data on the community

4. Each instructional leader should select those learning experiences which are most effective for his style of teaching and for the additional assistance and facilities which are available.

No instructor will be very successful trying to teach in a manner that makes him feel uncomfortable. Therefore, complete flexibility in instructional approaches is essential.

Continuing Assessment

Continuing assessment is the process of collecting data and making evaluations concerning the adequacy of the student's competency attainment as he progresses through the learning experiences and displays the appropriate criterion behaviors as evidence of such attainment. This assessment is "continuing" because it must be made in an ongoing manner for many of the competencies as they are developed in the real or simulated teaching environment.

Continuing assessment is closely related to the criterion behaviors because those behaviors are the items to be observed and evaluated. There also is a close relationship to the learning experiences because the assessment often consists of an evaluation of the final product of such an experience. For example, a graduate student might study a reference and, as a further learning experience, prepare an instructional bulletin on the topic concerned. The criterion behavior would be the completion of the bulletin, while the assessment would consist of a careful examination of the bulletin to determine the number of good qualities and accurate suggestions that it contains, followed by a decision on the adequacy of the bulletin.

In general, the techniques for continuing assessment will be the same as those suggested for preparticipation assessment. Some consideration, however, should be given to the appropriateness of the technique for the type of competency development being evaluated. The four competency categories with suggestions on types of assessment procedures follow:

1. Competencies involving *valuing*—evidence of enthusiasm and dedication in teaching, diligence in preparation, enjoyment of children, willingness to be involved with parents and the community.
2. Competencies involving knowledge or *understanding*—tests, bibliography preparation, contributions in discussions, qualities of written reports, adequacy of criteria listed for materials and teaching performances.
3. Competencies involving *application* of principles to teaching—performance in varied types of teaching and leadership situations and performance in preparing instructional materials and evaluation instruments.
4. Competencies involving *analyzing* and *changing*—performance in asserting leadership to study school problems and in enlisting cooperation in attacking the problems, performance in construction of bulletins and curriculum guides, and performance in analyzing innovative suggestion and in participation in experimentation.

As stated earlier, the standards for performance on any of the criterion behaviors will have to be determined by the instructor or the faculty team that is making the assessments.

A Last Word

The module in this model program in reading instruction is defined as a segment of the total program of knowledge and performance competencies which should be presented in the development of superior teachers of reading. The primary value of the modular model is said to be the detailed itemizing of the competency outcomes that the teacher should attain, in place of the "lick-and-a-promise" style of planning that has been common in the past because of inadequate time allotments and unrealistic faculty expectations. The modular plan does not require any particular delivery strategy but can be used in a highly flexible style by various faculties in situations that are entirely different.

Seventeen resource modules were described for development and use as instructional modules in the preparation of reading teachers for the several school levels and at the professional entry, advanced, and specialization levels of preparation. Suggestions were made for the planning of the five elements in any module—preparticipation assessment, teacher competencies, criterion behaviors, learning experiences, and continuing assessment. And readers were advised to study the sample modules prepared by others when working on their own.

While this is *a* last word in describing modules for this model, it certainly is not *the* last word in module development. It is the hope of the Commission that this presentation will stimulate extensive effort on the part of IRA members to improve reading education through excellent module development and that this effort will lead to more sophisticated stages of program design.

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Chapter Six

Going It Alone: One Teacher's Delivery Strategy

HAROLD L. HERBER

> Many teacher educators are concerned about the impact of a modular system on the total college organization. They sometimes fear their individual impotency in changing an entire system. Even though this is a legitimate concern, the following paper demonstrates how one professor can implement many of the concepts within the *regular* college framework.—Editors

Do you have to wait until your whole department is ready to move to a modular based program? If you do, you might have to wait forever. So, maybe you should try to go it alone. With modifications and compromises from the ultimate, there is much an individual professor can do to incorporate the values implicit in modular based instruction.

The Ultimate

A fully developed, completely organized program of modular based instruction has many components. Screening tests are essential to determine levels of competence related to ultimate objectives. Instructional modules in infinite variety are required to serve the needs revealed by the preliminary testing. Evaluation instruments are needed to determine the fulfillment of the objectives of the modules. A complexity of "delivery systems" is required to perform the tasks implicit in the objectives of the modules. Finally, sufficient staff is essential to handle the clarification sessions with students at critical stages in the development of their understandings of the concepts implicit in the modules.

To have all of this *stuff* on hand takes the cooperative effort of many people. And this effort has to be expended over a long period of time. This factor being true, what can a single professor do who is inclined to organize his courses around principles and procedures of modular based instruction?

Meanwhile . . .

While you are waiting for and working on the ultimate, there is much you can do. It is possible to incorporate into a single course all of the advantages of modular based instruction. There are certain compromises you must accept, but those are relatively minor. This writer tried it with a course entitled "Teaching Reading in Content Areas" and will describe here the pattern which the experience followed.

Objectives

The first step was to establish clear objectives for the course. They had to be related to both the content of the course and to the procedures that students were to experience within the course. The content of the course did not have to be changed just because the organization of the course had been changed. As in the previous, more traditional, format the course presented several specific concepts: 1) Vocabulary development within a subject area develops students' understanding of the language of that subject and also teaches them the skills necessary for acquiring, reinforcing, and extending their vocabularies. 2) Comprehension skills can be taught as students are shown how to read the resource materials required in various subjects. 3) Reasoning processes extend beyond the reading act, and these can be taught as students develop understanding of the concepts studies within a subject. 4) Assessment, both diagnosis and evaluation, is an essential part of any subject, and the teacher and students should develop an understanding of the differences and values of each type and the variations possible within both. 5) Student interaction, guided by specific tasks, is an essential part in learning both the content and the reading-reasoning processes implicit in the content of a subject. 6) The reading-reasoning skills implicit in the content of a subject can be developed through a simulation process by which students are guided in the acquisition of those skills until they can function with relative independence. 7) If teachers hope to be successful in teaching both the content and process of their subject, they must have a definite structure to their lesson. 8) If students are to be successful in developing an understanding of a subject, they must develop an understanding of the structure of the curriculum of that subject. 9) Multimedia alternatives to print must be provided for students who have severe reading problems.

Each of these concepts with illustrative materials is sequentially developed in the course. Students have opportunity to develop instructional material for their own subject areas that meet the objectives implicit in these concepts.

Procedures

New procedures had to be developed for the course in order to attain some specific objectives. In fact, the desire to meet these procedural objectives was the initial motivation for organizing the course in this fashion.

In the traditional format, the course was teacher centered. Contact time with students took the form of information dispensing. As a consequence, relatively little time was available for concept development, clarification of understandings, and elaboration on and extension of ideas. One of the purposes of reorganizing the course was to establish a way for students to acquire the information through means other than a lecture by the instructor so that the contact time between students and instructor would be more productive in terms of understanding the content of the course.

This goal involved a shift in focus so the course might become student centered rather than teacher centered. The course, then, would move along as students developed understandings, rather than as the instructor progressed through his lecture notes.

In the traditionally organized course, primarily lecture and demonstration, students had relatively little opportunity to communicate among themselves for purposes of developing and reinforcing ideas. Another objective for reorganizing the course was to create a need and to provide multiple opportunities for student communication.

Another need, present in any course, was to provide both "quantity and quality control" over the work performed by students. Traditionally this is a function of the instructor alone. Yet, if the course were to become student centered, there had to be a way for students to participate in this process. One of the procedural objectives was to find a way to provide both quantity and quality control.

Vehicles

The content of the course was clearly established. The procedural objectives were also. The major problem was to develop vehicles through which the procedural objectives could be realized

The first task was to find a way that would allow students to acquire the basic information in the course from sources other than direct class lectures by the instructor. Initially, the writer produced a home-grown videotape series of lectures dealing with the concepts just outlined. With a graduate assistant operating a portable videotape machine, the writer delivered the basic lectures so that they were available on tape. Students then viewed them at their convenience. Though relatively crude in format and quality, they were effective, nevertheless, and served the purpose. Later, as part of his work with a major school district, the writer developed a film series that incorporated the content of this course. Ten films were produced, and a set was made available for the writer's use. These films then served as the basic information source for students in the course and were available for viewing at their convenience in the university's independent learning laboratory.

Another information source was a basic textbook. In this case, it was the writer's text, *Teaching Reading in Content Areas.* The text supplemented and complemented the film series. In addition, readings from several other texts were suggested.

Of critical importance was a set of manuals, one for each film, that guided the students' responses to the films and the text and helped them to synthesize the content of the two basic information sources as well as the suggested readings. In each manual were sets of materials used in the films. Previewing activities were suggested. Specific previewing readings were identified. Reinforcing activities were listed, with examples of how to do the activities. Then a reaction guide was provided at the end of the manual. This guide was usually a set of generalizations to which the students reacted individually. These generalizations were sufficiently broad so students could relate their own ideas and experiences to the content of the film and text. Students then met in small groups to discuss their responses to the reaction guide. The purpose of the discussions was to compare responses and, where they existed, attempt to resolve differences. Differences were inevitable, and so questions were formulated around those differences. These questions were then asked of the instructor when the group met with him in a clarification seminar. Thus, the contact time between students and the instructor was much more profitable.

Another important vehicle was the opportunity sheet. This form identified all of the tasks involved in the course: the films, the texts, the manuals, the activities, and the materials to be developed. The form is, in fact, a detailed course outline. Related to the opportunity sheet is the summary log. Students check off each opportunity as it is completed, on their copy of the Log. The instructor has a log for each student and keeps a record of the completed opportunities, enabling him to monitor the progress of each student through the course. The significance of labeling the form an "Opportunity Sheet" is not lost on the students. Though one may smile and think it a bit elementary in nature to call the tasks "opportunities" rather than "assignments," it does set a different tone. (Elementary and secondary students respond similarly to the difference in names, by the way.)

The problem of quantity control was solved by a verification sheet. As a student completes each opportunity, it has to be verified by some other member of the class. These verification sheets are passed in to the instructor and the completed opportunities noted on the student's summary log. It is a relatively minor clerical chore which easily can be done by a graduate assistant, if one is available, or by a student assistant. The verification sheet also serves to foster the desired communication among students. In order to verify that an opportunity has been completed, there must be some communication between the two parties to ascertain that the task was, indeed, completed. Whether it was a chapter in the text, a reaction guide completed, participation in a group discussion, or the viewing of a film, each must be discussed in sufficient detail to determine completion. Students are, in the main, conscientious about the verifications, and they profit from the exchange. Often there is clarification of ideas and understandings through these discussions.

Quality control was a particular concern with respect to the opportunities that involved the creation of instructional materials. In a traditionally organized course, the instructor spends a considerable amount of time on quality control in correcting and returning such materials. To make better use of the instructor's time and also to add a learning dimension to the course for the students, a cover sheet was designed for these materials. The important element in the cover sheet is the signature of the student analyzer of the material. Before the material is passed in to the instructor, it must be analyzed by at least one other member of the course. Based on the analysis, the originator of the material has the option to 1) revise and resubmit it for reanalysis, 2) revise and submit to the instructor, or 3) not revise and append his reasons for same and submit to the instructor the material, the analysis, and the reasons not to revise. Thus, the quality of the material is heightened through student participation and contribution. Of great importance is the fact that each student then has an opportunity to view materials from the point of view of a producer and a critic. There is good learning to be acquired through both perspectives. Further, the analysis fosters communication among students and increases the exchange of ideas and development of understandings.

Several of these important vehicles are at the end of this paper: the opportunity sheet, the summary log, a set of verification sheets, and a set of cover sheets. These materials are for the latest version of the course. Some revisions have been made in the organization of the course in response to some problems implicit in that organization.

Problems

Most graduate students in the School of Education at Syracuse University are part time. Most are teachers. Consequently, it is difficult for them to get together for small group seminars and discussion groups during the week. Acknowledging this problem, the regularly scheduled class time (one evening per week) is now used for that purpose. Discussion groups and seminars previously were scheduled at other hours as well as during the designated class time.

Another problem is the currency of the resources. Films are static; once done they cannot be revised and must be redone. Knowledge about reading in the content areas is rapidly expanding, and so the films and text and manuals must be supplemented with the latest information. This task can be done most easily with audio tapes and still stay within the purposes and organization of the course. Even so, there develops a need for presenting new information not on tape and for demonstrating some of the procedures described on the tapes. Since the students meet during the regularly scheduled class time for the group discussions and seminars, it is possible for the instructor to schedule part of the class period to present the additional information and demonstrations. But this step must be done cautiously or else, before one realizes it, the entire class time is taken over by the instructor and students have no time to complete their opportunities.

A major problem is tradition and the previous training of students. Many students are uncomfortable with the new format because it does not seem like a real course if the professor is not lecturing. Many feel it is a waste of time to talk to other students about ideas in the course because ". . . they don't know any more than I do." Obviously, such students are not aware of the learning that is possible when students participate in discussions of well-structured reaction guides.

As instructor of the course, one must be patient with such students and encourage them to open their minds and to embrace new experiences. Patience pays off since most students develop a strong liking for such an organization and seem to learn much from it, not only in terms of the content of the course but also in terms of procedures to use in their own courses as well.

The instructor is probably the biggest problem. We all are inclined to enjoy our own lectures and to enjoy "delivering truth" to our students once a week. It can seem like a severe diminishing of our worth and our role to shift the course so it is student centered rather than instructor centered. But once you have done it and survived, the probability is high that you will not revert to the old way. Because it works!

Name________________________

SUMMARY LOG

Specific Opportunities	*Verified*
1. RG—Structure of Curriculum	
2. RG—Chapter 3	
3. Read Chapter 8	
4. RG—Vocabulary Comprehension	
5. Tape and manual #6	
6. RG—Chapter 5	
7. RG—Chapter 6	
8. RG—Comprehension	
9. *Tape and manual #3	
10. *Film #7 1st reel	
11. RG—Reasoning	
12. RG—Chapter 7	
13. *Tape and manual #2	
14. Film and manual #4	
15. Film and manual #8	
16. *Film #9	
17. Film and manual #10	

General Opportunities	*Analyzed*	*To Instructor*	*Returned*
1. Structured overview			
2. Vocabulary reinforcement			
3. Levels of comprehension			
4. Organizational patterns			
5. Reasoning			
6. Weekly reading report			

**Optional*

Note: Manuals for films and tapes are at the Independent Learning Lab. Don't write in the manuals. Duplicates of the Reaction Guides for manuals #4 and #10 are available in the lab. A Reaction Guide for manual #8 is also available in the lab.

COVER SHEET

Name________________________________

Subject__________ Grade__________ Type of student__________

General Opportunity (circle one) 1, 2, 3, 4, 5

Analyzed by:____________________ Date__________

COVER SHEET

Name________________________________

Subject__________ Grade__________ Type of student__________

General Opportunity (circle one) 1, 2, 3, 4, 5

Analyzed by:____________________ Date__________

COVER SHEET

Name________________________________

Subject__________ Grade__________ Type of student__________

General Opportunity (circle one) 1, 2, 3, 4, 5

Analyzed by:____________________ Date__________

COVER SHEET

Name________________________________

Subject__________ Grade__________ Type of student__________

General Opportunity (circle one) 1, 2, 3, 4, 5

Analyzed by:____________________ Date__________

VERIFICATION SHEET

Name________________________________

Specific opportunity (circle) 1, 2, 3, 4, 5,* 6, 7, 8, 9,* 10,* 11,
12, 13,* 14, 15, 16,* 17

Verified by:____________________ Date__________

(* = optional)

VERIFICATION SHEET

Name________________________________

Specific opportunity (circle) 1, 2, 3, 4, 5,* 6, 7, 8, 9,* 10,* 11,
12, 13,* 14, 15, 16,* 17

Verified by:____________________ Date__________

(* = optional)

VERIFICATION SHEET

Name________________________________

Specific opportunity (circle) 1, 2, 3, 4, 5,* 6, 7, 8, 9,* 10,* 11,
12, 13,* 14, 15, 16,* 17

Verified by:____________________ Date__________

(* = optional)

VERIFICATION SHEET

Name________________________________

Specific opportunity (circle) 1, 2, 3, 4, 5,* 6, 7, 8, 9,* 10,* 11,
12, 13,* 14, 15, 16,* 17

Verified by:____________________ Date__________

(* = optional)

SPECIFIC OPPORTUNITIES

Coding: GD = Group Discussion: RG = Reaction Guide; ( ) = Lecture; (" ") = Topic of Lecture; [ ] = Tape or film available as added information

Date of Class	*Before Class*	*During Class*
January 30		GD: Reaction Guides Chap. 1 & 2 ("Struc. of Curr.")
February 6	RG: Structure of Curr. RG: Chapter 3	GD: Structure of Curriculum; Chap. 3 (Demo: Vocab. Development)
February 13	Read Chapter 8	(Demo: Comprehension) ("Structured Overview")
February 20 (class is optional)	RG: Vocab. Development Tape and Manual #6 ["Vocabulary Development"] Read Chapter 5	GD: RG for Vocabulary Development GD: Chapter 8
February 27 (class is optional)	Read Chapter 6 RG: Comprehension Tape and Manual #3 "Sense of Process"	GD: RG for Comprehension GD: RG for Chapter 5
March 6	[Film #7 1st reel "Vocabulary Development"]	("Vocabulary & Comprehension") GD: RG for Chapter 6
March 13	Spring Vacation	
March 20	RG: Reasoning [Tape and Manual #3 Review] Read Chapter 7	GD: RG for Reasoning GD: RG for Chapter 7
March 27	[Tape and Manual #2 "Sense of Structure"]	("Purpose, nature, design of Guides")
April 3	[Tape and Manual #4 "Interdependent Learning"]	GD: RG for Tape #4 ("Purpose, function, variation in grouping")
April 10	[Film and Manual #8 "Multimedia"]	GD: RG for film #8 ("Alternatives to print")
April 17	[Film #9—"For Any Media"] List "unanswered questions"	GD: Film #9 Response to questions
April 24	[Film and Manual #10—"Days of Reckoning"] Read Chapter 9	GD: RG to Film #10 and Chapter 9 ("Evaluation")

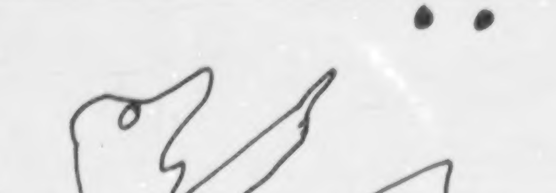
GENERAL OPPORTUNITIES

Item	*To Analyzer*	*To Instructor*
1. Structured Overview	February 27	March 6
2. Vocabulary Reinforcement	March 20	March 27
3. Levels of Comprehension	March 27	April 3
4. Organizational patterns	April 3	April 10
5. Reasoning	April 10	April 17
6. Weekly reading record	xxxx	Weekly

Chapter Seven

Immediate Questions: The Teacher's Right to Know

PAUL E. STANTON AND HARRY W. SARTAIN



"Now, don't get those two buttons mixed up. This one sets off five hundred intercontinental ballistic missiles, and that one lights up the White House Christmas tree."

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"A culture in which all differences are equally significant is well on the way to becoming an insignificant culture."—Harry S. Broudy, *The Real World of the Public Schools,* Harcourt Brace Jovanovich, 1972

In developing this modular program the commission members discussed plans with field consultants at several sites and with participants in a preconvention institute in Detroit. Numerous thoughtful questions were raised by the discussants. Some of these questions and the answers that were offered by commission members and other participants may be of interest to readers who have similar questions. Although these points seem somewhat redundant to the writers, it is evident that many discussants find them helpful when succinct answers to nagging questions are desired. Answers are brief rather than inclusive—coverage certainly is not exhaustive.

Selected questions and brief responses are grouped here according to general areas.

Philosophy and Rationale

1. Could this new modular teacher-education plan be considered as the teacher's Right-to-Know Program which corresponds to the child's Right-to-Read program?

This is an excellent way to express the intent of the commission members and of Donald Cleland and Theodore Harris, who were the IRA presidents responsible for appointing the commission members in 1970-1971 and reappointing them in 1971-1972.

2. What assumptions underlie competency-based teacher-education programs?

- Objectives should be explicit and publicly stated.
- Teaching requires performance skills as well as knowledge.
- Some teacher candidates perform well on tests of knowledge but perform poorly in practice.
- Performance skills are attained through firsthand experiences, not by passive study.
- An adequate teacher-education program should give the student an opportunity to test his skills as well as his knowledge.
- Skills are attained gradually over a period of time and in a developmental sequence.
- College professors of methods courses, as well as school supervisory personnel, should demonstrate and teach instructional skills in addition to knowledge.

3. Will a competency-based program result in shallow teacher training without teacher education?

The modules that are recommended place emphasis upon knowledge competencies as well as performance competencies.

4. Does the modular approach mean that we must adopt a systems approach to planning and teaching?

Definitely not. The majority of the Commission did not favor a systems approach. They did, however, feel that in order to improve teacher education, the objectives must be stated precisely as knowledge and performance competencies so that achievement could be assessed more accurately. While most commission members did not favor a systems approach, neither did they favor the completely unsystematic hit-or-miss approach that sometimes has resulted in teachers beginning to teach reading with almost no knowledge of the reading and the teaching processes.

5. Is there a danger that a modular approach will lead to dehumanized college teaching followed by dehumanized elementary and secondary teaching?

Rosen discusses the dangers of dehumanized teaching in detail in Chapter Twenty-Three, making it clear that the modular approach does not result in dehumanization if the instructor does not want it to do so. Modules are a different way of organizing or grouping significant segments of a program so that the objectives can be specified more fully and be more closely related to actual classroom performance. The old course plans have been too general, making claims of accomplishing far more than it was possible to accomplish in the allotted time. The more realistic statements of competency objectives will force faculties to reconsider the time and experience requirements that are needed for learning to teach reading. The process of cutting the program into smaller, better defined segments does not make any specific type of delivery strategy mandatory. Therefore, the commission members feel it would be unwise for any faculty to adopt a dehumanizing approach.

Of course, it is recommended that videotapes, audiotapes, and other mechanical tools be used to individualize and enrich instruction. The use of these pieces of equipment, however, often will take place outside of the regular group meeting hours; and even when they are used by individuals during class time, this equipment makes it possible for the instructor to have more personal conferences with other individuals. Regardless of the general plans for experiences, it is strongly recommended that a series of discussion sessions be planned during the work on every module.

In preventing dehumanization of learning it is particularly important that we refuse to be convinced by the strict behaviorist that we should not teach anything that we cannot measure objectively. We must specify what we feel students should learn and then seek better techniques for assessment if we are not satisfied with those we already know and those that provide data which statisticians cannot quantify readily.

6. Can the modular approach be considered the only correct approach?

There is no one perfect approach to teacher education. However, the Commission views the modular approach as the most promising at this time when the profession needs to move away from the conventional lecture course approach and make the preparation of teachers more realistic and more complete.

7. How can we be sure that this is not another fad in our tendency to rush into innovations?

Styles do change, sometimes because somebody has something else to sell and sometimes because a new need becomes apparent. Already strong criticisms are being directed at competency-based planning in universities. Some of the detractors have never believed in stating objectives so precisely that they could be asked to provide evidence of success, and others have learned how much more demanding the task of precise planning and assessment is than it was for courses limited to sixteen lectures and two tests. Still others, unfortunately, have been in situations where the competency-based program has been delivered in a sterile, mechanical manner which is repugnant to the artistic teacher. It will take some time to iron all of the wrinkles out of this complex approach, but the results promise better teacher preparation. In field tests of some of the modules in the graduate program at the University of Pittsburgh, one of the important findings was that the excellent teachers could be clearly distinguished from those who performed in a minimal manner by the time one trimester was half over.

At this period in history when there is a surplus of teachers and when school boards are demanding accountability for classroom performance, competency-based teacher-education programs seem to be particularly needed. They help the teacher to become prepared more adequately than in the past, and they lead to the precise specifications of desired performances, thereby protecting teachers from faulty specifications of teaching performances by those outside the profession.

8. How can the modular teacher-education program be related to the movement toward teacher accountability?

The module content can be utilized in listing detailed goals of reading instruction. Then assessment procedures can be planned for all areas of child growth instead of only in the limited areas usually assessed. This process will assure a type of accountability which is fair and which rewards rich teaching instead of limited teaching.

9. How is differentiated staffing related to the modular approach?

Because each resource module is a "nongraded curriculum" for a particular topic, it offers learnings from the simplest level to the most advanced level in its area of coverage. Instructional aides and beginning teachers therefore can be directed to the learning of the earlier competencies, while individuals performing at more demanding levels in the differentiated staffing arrangement can progress to the higher levels of performance that are specified. It becomes a matter of selecting the appropriate level of learning and performance for each position of advancement in the systems of differentiated responsibilities.

Module Content

1. Are these modules finished products, or is there a plan for further refinement?

It is anticipated that the modules will be revised and republished after further field testing. Also, each institution may wish to add points which are particularly suitable to its standards and philosophy.

2. Why are no modules on educational psychology or measurement included?

The Commission worked only with the reading preparation of the teacher. It was assumed that each potential teacher would be expected to take studies in psychology, measurement, sociology, English, and other general professional and academic areas.

3. Why are modules on language and relationships with parents and the community included when other general areas are omitted?

Teacher-education programs too often omit these two elements which are essential in preparing for teaching reading.

4. Is there a direct correspondence between the three module levels—professional entry, advanced, and specialization—and the three levels of college degrees—bachelor's, master's, and doctor's?

There is a closer correspondence between the professional entry level and the bachelor's degree than at other levels. The module levels merely show general stages of growth through which individuals will progress at their own rates. Some students may progress well beyond the professional entry level before completing the bachelor's degree. Through independent study and inservice work one teacher might progress all the way through the specialization level of a module before completing a master's degree while another might not do so until after completing a doctorate.

5. Aren't the professional entry requirements much heavier than those previously required in most programs?

Yes, they are heavier because most of the teaching of reading is done by general classroom teachers, many of whom take little or no reading work beyond the bachelor level. The public assumes that nobody knows much about teaching reading because most general classroom teachers have such a superficial knowledge of the field. In order to improve the teaching of reading overall and to improve the public image of teachers, it is essential that all those who teach reading directly or in specific content fields be given preparation at a more professional level.

6. How can more emphasis be placed on how to teach rather than what to teach?

The Commission strongly recommends much more experience working with children in the teacher-education program. As noted elsewhere, Broudy believes that real professional preparation requires laboratory experience, clinical teaching, and internship experiences. The laboratory experiences presumably would consist of opportunities to try different methods and approaches briefly as they are being discovered and studied in the early stages of professional preparation. At later stages, the learning teacher should be given opportunities to plan different types of pupil-learning experiences, to initiate them while under observation with children, and to engage in a critical analysis of the effectiveness of the work with help from an experienced instructional leader. Finally, there should be one or two terms when the learning teacher takes heavy responsibility for teaching under careful supervision.

Most young teachers indicate that their most profitable professional experiences came during student teaching. Those few, however, who have been fortunate enough to have earlier laboratory and clinical teaching experiences are much better able to perform at a real internship level than those who have not been so fortunate. In Chapter Twenty Seamen explains how certain laboratory and clinical teaching experiences are conducted in a campus laboratory school, and Ruddell describes an inservice education project in which advanced experiences are included. This section raises the problem of facilities for adequate laboratory and clinical teaching experiences to replace the token opportunities that often are provided.

While major universities usually are proud of their university hospitals, they often have closed out the campus laboratory schools which performed the same functions for teacher education that the university hospitals perform for medical education. Sometimes the campus school invited termination by doing its job poorly. But, in such cases, the school should have been revitalized instead of being closed. In other cases certain faculty members sincerely felt that they could accomplish as much, and cheaper, by reforming a public school and using it for laboratory, clinical, and internship experiences. This effort has failed in effectiveness more often than it has succeeded because public schools have certain traditions which must be maintained and also because public school officials cannot relinquish their responsibility for control of school programs when they are answerable to boards of education for parent criticisms.

Effective professional preparation of teachers requires student involvement in both a campus laboratory school which is totally controlled by the college faculty and in a public school which is influenced only by college faculty suggestions. In the campus school, teacher trainees should have the many short laboratory experiences which require more schedule adjustments than public school teachers will tolerate; and selected individuals should have clinical teaching experiences in a "model" campus situation, which can be emulated to improve instruction elsewhere. Trainees should have additional experiences in the better public schools as they broaden their base of knowledge and learn how to adapt to a situation which may be less of an ideal model than the campus school.

The campus school should also serve to provide short internship experiences for teachers in service who can be released for a month to learn new techniques.

Thus, the campus school, if it utilizes the best ideas of the college faculty, can become the "cutting edge" for professional growth in a region.

College administrators who feel that they are saving money by eliminating campus school budgets forget that the tax and tuition payers will have to pay for educating the children in some other school anyway. And, inadvertently, they admit that they are less concerned about having graduates in education prepared at a truly professional level than they are about having medical practitioners prepared at a professional level. It is high time that the real professionals in education band together to demand that they be provided with the facilities necessary for preparing public and private school teachers at the level which the public demands. Otherwise, these professionals will continue to lose respect in direct proportion to the incompetence of their graduate practitioners in the schools.

Instructional Delivery Procedures

1. *Can a modular approach be adapted to different patterns of scheduling and faculty assignments?*

Yes, for example, Herber demonstrates in Chapter Six how an individual faculty member can adapt the concepts of a module to a regular class in a highly structured program. Others may use a team teaching approach, a flexibly timed individual approach, a highly systemized approach, or any other desired type. Stieglitz illustrates a team delivery procedure in his instructional module in Chapter Eighteen.

2. *How can we assure that serious limitations are not imposed when setting up delivery systems?*

This is a critical question regardless of the delivery system, and the answer has to relate to the personalities of the individuals establishing the systems. Open systems can only be established by open people.

3. *Can the modular approach be adapted to the needs of an instructor with a class of 300?*

Probably so, but not very effectively. Any instructor with 300 students who is able to get beyond the information dissemination level uses a miracle performance approach!

4. *Will modular teaching require too much time and record keeping?*

Since the role of the instructor changes in a modular system, the instructor should have more released time for record keeping or perhaps a better term would be "record evaluation" since the students will be responsible for much of their own record keeping.

5. *Can all instructors manage so many divergent instructional activities?*

Probably not, and that is the strength of the model presented in this publication because it can be adapted to fit the situation. Situations can include an instructor's managerial competencies and other variables.

6. *How can we prevent the modular plan from being misused by instructors?*

How can one prevent instructors from misusing any teaching strategy? The modular plan lends itself to more student involvement in decision making. Also, objectives are explicit and public; therefore, it is more difficult for a faculty member to impose a hidden agenda on a group of students.

7. *Will instructors waste the free time obtained by independent activities in modular programs instead of using the time for additional individual conferences and teaching?*

Not likely. If an instructor accepts the modular system as a viable delivery system, he is likely to utilize his time with individual conferences. The idea of free time is a misconception because what the system actually does is provide opportunity for different uses of time.

Program Flexibility

1. *Will a modular program tend to standardize the reading education of teachers and limit flexibility of instructional planning?*

Because any faculty can revise its modules as it sees fit, there is no reason why a program should become too static or standardized. However, we can hope that programs will be more stabilized. Currently there is so much flexibility in courses that a course taught by one instructor may be extremely useful to the students while the same course taught by another instructor may be a total waste of time. In planning modules a faculty group can contribute the best ideas from every individual for the mutual benefit of all instructors and all students.

The modules offered by the IRA Commission are intended to be examples which may be used almost intact by some institutions where faculty size is sharply limited or which may be greatly refined in institutions which have plenty of "faculty power."

2. *Does audiotaping or videotaping of certain presentations in the modular program result in too much uniformity when compared with a responsive lecture approach?*

The best taped presentations will include interaction based on the instructor's past experiences, rather than being straight lectures. Also, the students may listen to or view tapes individually at their convenience, but the instrutor can schedule a discussion period for a group following the taped input. This procedure can provide more time for varied questions and responses than would be available if much time were used for lectures. Still, it is not recommended that all presentations be made in recorded form.

3. *Can all students profit from a modular program as much as from some other types?*

As yet there is not enough evidence upon which to base an irrefutable answer to this question. However, a brief review of the module emphases and possible negative student responses may be in order.

Perhaps the three most valuable features found in the IRA modular program, but not necessarily found in conventional course programs, are a) precise statements of objectives (competencies) to be realized, b) inclusion of classroom performance competencies as well as knowledge competencies, and c) many actual experiences with children. The precise statement of objectives should help a good student to direct his learning efforts efficiently; if the stated objectives frighten away some students, the teaching profession may be well served thereby. All teachers must have knowledge to be effective, but instructional skills are equally important. Sincere students know this factor and invariably appreciate the opportunities to learn skills.

4. *Should a more traditional program be one option that students can select?*

Options are desirable but only if they provide more experiences with children than in the past and if they aim at standards which are more nearly professional than in the past.

5. *Does the modular approach limit program flexibility to the extent that reading preparation now must be separate from preparation for teaching the other language arts?*

Actually a modular approach increases flexibility because a faculty can sequence the modules in preparation blocks in a variety of ways. For example, one faculty group planned a four-block sequence of preparation in reading and language arts for undergraduate elementary education as follows:

COMPETENCY BLOCK ONE: PERSONAL COMPETENCE IN ENGLISH COMMUNICATION
(Taken during sophomore year, one credit)

Instructional Modules

1. Self-awareness: Personal Communications Competencies
2. Self-awareness: Philosophy of Teaching Communications to Children

COMPETENCY BLOCK TWO: THE CHILD AND COMMUNICATIONS IN THE SCHOOL
(Taken in sophomore or junior year, three credits)

Instructional Modules

3. How the Child Learns Language (Integrated Language Arts Module)
4. Studying and Tutoring the Child (Individual tutoring to learn about children's problems and learning processes)

5. Instructional Planning: An Overview of Communications Curriculum (IRA Module Three expanded)
6. Developing Language Fluency and Perceptual Abilities in Early Childhood (IRA Module Four)
7. Vocabulary Development: Oral, Handwriting, Spelling (Language Arts Module)
8. Continued Language Development in Social Settings (IRA Module Five, plus additional language areas)

COMPETENCY BLOCK THREE: COMMUNICATION CURRICULUM IN PRACTICE

(Taken in junior or senior year, three credits)

Instructional Modules

9. Understanding the English Language as a Communications System (IRA Module One)
10. Teaching Word-attack Skills (IRA Module Six)
11. Developing Literary Appreciation: Young Children (IRA Module Ten)
12. Developing Literary Appreciation: Latency Years (IRA Module Eleven)
13. Fostering Creative Expression (Language Arts Module)
14. Developing Comprehension: Analysis of Meaning (IRA Module Seven, with application also to listening)
15. Developing Comprehension: Synthesis and Generalization (IRA Module Eight, with application also to listening)
16. Developing Comprehension: Information Acquisition: (IRA Module Nine, with application also to listening)
17. Factual Communication: Composition (Language Arts Module)
18. Action Language (Language Arts Module)

COMPETENCY BLOCK FOUR: PROBLEMS IN TEACHING COMMUNICATIONS SKILLS

(Taken concurrently with student teaching, three credits)

Instructional Modules

19. Planning the Integrated Language Arts Unit (Integration of previous module concepts)
20. Diagnostic Evaluation of Reading and Language Progress (IRA Module Thirteen expanded)
21. School and Classroom Organization for Diagnostic Teaching (IRA Module Fourteen)
22. Involving Parents and the Community in the Communications Program (IRA Module Two)
23. Instruction for Learners from Varied Linguistic Backgrounds (IRA Module Fifteen)
24. Treatment of Special Reading Difficulties (IRA Module Sixteen)
25. Initiating Improvements in School Programs (IRA Module Seventeen)

26. Application of Theory to the Solution of Instructional Problems in Communication (Review of all modules)

The next step will be to convince the university administration and departmental faculty that an adequate amount of time is needed for teaching such a sequence. If each module title is illustrated with a carefully developed module plan listing all of the necessary competencies, the evidence that more instructional time is needed should be quite overwhelming. It seems apparent, in fact, that too little credit is being offered for the amount of learning that will be attained by the students.

Student Participation

1. How can opportunities be provided for students to suggest additional competencies to be attained?

One of the major advantages of the modular approach is the opportunity for students to negotiate for alternate or additional competencies. This opportunity can be achieved more readily with this type of model because students are informed from the beginning regarding expectations and the rationales underlying these expectations.

2. How can we guide students to identify their own needs realistically?

By putting students into supervised teaching situations early and requiring good teaching performance they learn what they do not know about teaching, whereas study-lecture courses never give them an opportunity to test themselves. Also, a checklist of competencies can serve as an aid to students in determining competence through self-analysis.

3. Will the omission of group interaction from modules cause us to fail to fulfill certain essential outcomes?

If the omission of group interaction were a goal of modular programs, the answer obviously would be "yes." One purpose of the modular approach, however, is to increase group interaction in quality and style. For instance, there should be more opportunities for peer sharing, problem seminars, and resource assistance and less opportunity for typical group interaction which is a faculty-centered experience where lecturing takes place and at appointed times students are allowed to ask questions. This is not to say that lectures fail to be an important part of learning. Hopefully, modules will keep this method in proper perspective.

4. How can interaction and communication be maintained and stressed in modular programs?

This question has been pretty well answered with question three. There should be more peer and informal interaction.

5. *What techniques can be used to wean students away from so much dependency on instructors as has been shown in standard course work?*

There is no evidence that this dependency is inherent. It appears to be learned and, therefore, can be unlearned. Even though this answer may be true, there is the other side of the coin which indicates that some instructors prefer the student's dependency posture and, therefore, reward such behavior. Before the independence-dependence question can be answered adequately, an instructor should examine his behavior and determine the level of student independence which he is able to accept.

Implementing Inservice Education Programs

1. *Will the modules have value for supervisory personnel at local and state levels, as well as for college instructors?*

At the local district level the modules can provide the content for rich programs of inservice development. At the state level, supervisory personnel can make recommendations and can evaluate teacher education and inservice education programs in terms of the experience provided in the modules that are included in such programs.

2. *How can the modules be used for inservice education in local schools and school districts?*

First, instructional leaders can help faculty members assess their own reading instruction competencies with a self-assessment checklist based on the main points in the modules. Then the faculty can be involved in discussing and listing their own professional growth needs and the school's reading problems. Modules or module segments can be selected to help teachers learn how to overcome their difficulties, and a series of inservice education experiences can be planned to provide the learning experiences suggested by the module.

3. *Will the level differentiation—professional entry, advanced, and specialization—be of any value in inservice education planning?*

Different teachers, like different learners, will have progressed to different stages of competence. Therefore, when a faculty decides to focus upon one particular module for inservice work, the members may be divided into groups to work at different stages of advancement in the module according to their different backgrounds. Here the emphasis in planning should not be one of competition for prestige but one of deciding individually which experiences will be most helpful in solving classroom difficulties.

Implementation in College and University Programs

1. How can the modular plan be implemented in colleges and universities?

This is an extremely difficult question, and obviously there is no simple answer. Implementation is much easier in a situation in which faculty members are dissatisfied with the results of the existing program. The first step in any change strategy is to develop a sense of discomfort with the existing systems and to develop a quest for something better. Usually when the need is felt internally, people are more amenable to suggestions for change.

The other difficulty is the tradition of the institution which has always looked at education through the fixed-time-course-credit concept. The easiest procedure for implementing change to a modular system is to adapt within the existing structure.

2. How can we cope with faculty and administration who resist change toward more firsthand experiences in teacher education?

Move slowly. Utilize the directions and standards of the various professional organizations as a wedge.

3. Can a modular approach be phased in gradually, or is a highly publicized revolutionary change more likely to produce results?

These are really two questions. Yes, a modular approach can be phased in gradually. Either a revolutionary or evolutionary approach is likely to produce results, and this is a stylistic question; style of change strategy must be related to the personalities of the change agent and the institution. There is no cookbook answer and only after evaluation of self and the institution can this decision be made.

4. In order to implement a module, an instructor must plan precisely what instruments and articles will be cited, how reports and lessons will be presented, etc. Why do the sample modules offer behaviors which are less specific, such as "Administers a test of . . . , demonstrates several techniques for . . . , cites research reports on . . ."?

Each professor should and does have favorite test instruments, research reports, and professional reference resources. Each situation is different in respect to accessibility of demonstration classes and simulation facilities. Therefore, each instructor can use the criterion behaviors and learning experiences given in sample modules as suggestions, but he will need to add details which fit a particular college, university, or public school situation in which it is used.

Dissemination of the Modular Model

1. How will additional modules be disseminated?

The Publications Committee of IRA is planning tentatively to have additional resource modules prepared for publication in separate booklets. Then, as the resource modules are given further field testing, they may be revised and republished along with examples of instructional modules prepared from the resource materials.

2. *Might* IRA *establish a clearinghouse for dissemination and exchange of instructional modules?*

It is possible that a teacher-education committee might be formed to provide an exchange of module plans at annual conventions for several years.

In Miami, the Florida Center for Teacher Training Materials has been established to disseminate information on competency-based programs. The director, William J. Spino, and the associate director, Alice R. Abbott, may be contacted at the FCTTM, University of Miami, Coral Gables (phone 305-284-5790). Their FCTTM Catalog (1972) and Catalog Addendum A (1973), describing several hundred competency-based programs, can be purchased from Panhandle Area Educational Cooperative, P.O. Drawer 190, Chipley, Florida 32428.

Also, the University of Houston has made a concentrated effort to contribute to the development and dissemination of certain types of information on competency-based teacher education. The director of their program is W. Robert Houston, and they have published several volumes on competency-based teacher education. Two which may be of interest to reading instructors are available through Science Research Associates:

W. Robert Houston, and Robert B. Howsam. *Competency-Based Teacher Education: Progress, Problems, and Prospects*, 1972.

Carl J. Wallen. *Competency in Teaching Reading*, 1972.

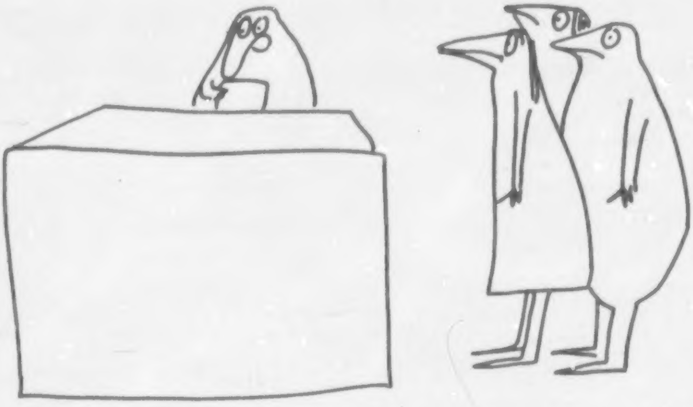
Of course a book does not have to be in competency-based format to be useful in competency-based teaching. Most of the professional books by well-known authorities in reading provide excellent materials which can be used effectively in competency-based teacher-education programs.

3. *Will* IRA *take other steps to disseminate this model?*

The final chapter of this volume includes recommendations in this respect. It is apparent that this is an opportune time to mount a vigorous campaign to improve the preparation of teachers to teach reading. For two and a half decades university faculties and instructional leaders in the schools have been desperately pressed to produce and to initiate into teaching the number of instructors required to meet the needs of a rapidly growing population. In this race to fill teaching stations, the effort to raise professional quality standards has succeeded only rarely.

Currently in almost every school one can find competent teachers. But, in the same schools, one can also find unqualified teachers. Now that a modest surplus of teachers has been achieved because of slightly lowered birth rates and because increasing numbers of women are continuing to teach after marriage, the governors of several states in the U.S. have sought to give tax relief by cutting funds for schools of education. Such a step will perpetuate teacher education at a marginal standard of quality instead of making possible the upgrading of preparation to a professional level.

Now is the time for the professional people in teaching to present governors and legislators with program models which will help young people achieve the communications skills which they need for success in an age of advanced technology. And if the elected officials will not provide the support that is needed for improving learning opportunities, impressive organizations such as the International Reading Association might appeal directly to the voters through a multimedia campaign that will acquaint them with the competencies that real professionals have and are prepared to share with the teachers of their children if given the chance to do so.



"The city agrees we need funds for a new school building. So they suggest that the P.T.A. hold a bake sale. . ."

Reproduced by permission of artist Tony Saltzman. From *Phi Delta Kappan.*

The greatest error in the past preparation of teachers of reading has been the failure to transmit to beginners more than a fraction of what is known about reading. Therefore, most children have been taught by classroom teachers who have had modest competence.

The new resource modules offer a much heavier fare of knowledge and skills for beginning teachers. And each professional in the field will be encouraged to advance at his own pace through these stages:

Professional Entry Level (Beginning Teacher)—How to teach varied groups effectively.
Advanced Level (Master Teacher)—Special teaching skills plus knowledge of research.
Specialization Level—Conducting experimentation and providing faculty leadership.

MODULE EXAMPLES

Chapter Eight

Developing Language Fluency and Perceptual Abilities in Early Childhood: Resource Module 4

Betty Horodezky

Prepared: April 1972
Revised: June 1972
March 1973

Anemic conventional reading readiness programs have omitted large segments of language development which research reveals to be helpful as a background for rapid attainment of reading skills. The richer type of early language program that is suggested here requires that Resource Module Four be emphasized heavily in the preparation of instructional modules for early childhood and elementary teachers at the professional entry level. Although it might be omitted from the undergraduate professional programs of secondary teachers, the module certainly must be included in the graduate study of both elementary and secondary teachers who intend to become reading or language arts specialists. Because many children enter school with limited or unique language experience backgrounds, the module also should be used extensively for inservice education programs.

Introduction

The purpose of this module is to develop capability in helping young children in the prereading stages (nursery, kindergarten, and early primary) to attain the perceptual skills and language fluency as background for early reading growth. Through the learning experiences provided, teachers will acquire competencies in instructing young children in

listening to sequences in stories
perceiving and enjoying character traits in stories
interpreting pictures
"reading" a sequence of pictures

enjoying rhythm and ideas in poems
articulating speech sounds in poetry and stories
obtaining sensory images from poems and stories
obtaining sensory impressions from the environment and attaching word labels
recognizing letters of the alphabet
recognizing written names and occasional words
distinguishing among similar and different sounds and symbols
contributing to group chart stories
dictating individual stories
writing initials and occasional words
describing imaginative ideas obtained from environmental impressions
participating in rich unit experiences
numerous other experiences that enhance language growth

Review of Competency Level Labels

Professional Entry Level: This usually applies to undergraduate students or inexperienced persons preparing for careers in teaching. Minimum competencies are itemized at this level in knowledge and application of theory.

Advanced Level: This applies to teachers who continue their graduate and inservice study to become master teachers and consultants. Competencies are listed for a more masterly classroom performance and a knowledge of research that supports educational decisions and practices.

Specialized Level: This applies to the highest level of competencies teachers must attain in order to do program coordination work, research, and university teaching. Emphasis is upon leadership and experimentation to reveal new solutions to educational problems.

Preparticipation Assessment

As a pre-assessment of professional competencies listed in Module Four, it is proposed that a self-assessment checklist be used. For each competency the learner will check one of the following: 1) feel competent, 2) uncertain, 3) need to learn more, or 4) high priority need for more learning.

This may be followed by an individual conference or an examination on problem situations in teaching to determine whether the learner already has mastered certain competencies. In addition, an objective test of knowledge competencies should be used.

MODULE FOUR
DEVELOPING PERCEPTUAL ABILITIES AND LANGUAGE FLUENCY IN EARLY CHILDHOOD

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
I. Inspires children to listen to and enjoy significant features of stories, including sequence of events, character type, and surprise.		
Professional Entry Level		**IV-1-E**
Differentiates among three levels of listening skills, including: Appreciational listening Informational listening Evaluative or critical listening	Explains these concepts in a brief written or oral report. Demonstrates with three colleagues acting as pupils. Prepares and administers an informal listening test for three levels.	Study professional readings. Lecture-discussion. Observe demonstration teacher. Review listening skills found in standardized tests.
Teaches children to give attention when somebody is speaking for several minutes.	Outlines the behaviors that are identified with good listening in a written report. Presents a videotaped listening lesson using a small group of children.	Read professional references. Study videotaped lessons.
Teaches children to follow one- and two-step directions in arranging and caring for books.	Presents the steps in a series of transparencies to classmates.	Study professional references. Practice with classmates and children. Prepare a series of transparencies outlining procedure.
Selects stories appropriate for several learning purposes.	Lists criteria for story selection.	Evaluate story on basis of criteria. Begin a story collection. Categorize and classify stories for specific features.
Leads children to develop a sense of story sequence through a variety of activities, including storytelling, dramatization, use of episode pictures, and film strips.	Demonstrates three activities with classmates. Submits materials for two lessons. Presents tape recording of children's oral responses in learning situation.	Listen to story records. Survey anthologies of children's literature. Prepare a bibliography. Study tape recording prepared on children's oral responses. Read professional references.
Provides experiences in which children differentiate between real and imaginary stories.	Identifies six real and six imaginary stories. List questions which lead children to differentiate.	Read professional references. Analyze children's stories. Make resource notebook.
Advanced Level		**IV-1-A**
Recognizes that the child's listening vocabulary is larger than his speaking vocabulary.	Prepares and uses a listening-habits checklist for three pupils and reports results. Cites three or four sources orally or in written form and states implications.	Study journals. Study references. Listen to tapes of children speaking.
Provides activities that foster vocabulary growth	Plans a series of activities for developing listening and speaking vocabulary for three lessons.	Read professional references. Make collection of activities.

Note: A code number has been placed at the entry level of each module for the convenience of instructional leaders who use the modules for reference purposes. The Roman numeral indicates the module number, the Arabic numeral shows the number of the major competency described on the page, and the letters indicate levels of competency: the *professional entry level* (E), the *advanced level* (A), or the *specialization level* (S).

MODULE FOUR *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Advanced Level (Cont.)		
Demonstrates a knowledge of research on listening, including: Listening can be taught. Relationship of listening to reading.	Provides a summarization of significant research studies on listening.	Prepare annotated bibliography.
Diagnoses listening difficulties of individual children and plans remedial training.	Submits a written report of diagnoses for one pupil and describes remedial material for six lessons.	Review case studies prepared by master teacher.
	Outlines diagnostic and remedial procedures in a taped report of one case study.	Study taped report.
	Submits a listening kit of games, audiovisual materials and activities for developing listening skills. Explains to instructor.	Study teacher-made and commercial materials.
Specialization Level		IV-1-S
Devises a segment of a curriculum for promoting listening skills.	Outlines weaknesses and strengths in a curriculum program in terms of listening skills. Shares findings. Prepares a handbook.	Study research and current authoritative suggestions. Discuss ideas with colleagues and faculty members. Plan workshops.
Demonstrates to beginning teachers how to teach children to listen to and enjoy and discuss characterization.	Outlines steps in demonstration. Reports of demonstration afterward.	Practice with colleagues. Classroom observation. Reference study.
Demonstrates how listening should be interrelated with other phases of language arts curriculum.	Tapes three model lessons for teacher use. Shares suggestions gleaned from research through a written summary.	Study model tapes. Study research recommendations.

Reminder: The criterion behaviors and learning experiences for these sample modules have been left somewhat open so that each instructor or instructional leader could adapt them to fit the college, university, or public school situation in which the module is used. Every instructor or leader should and does have favorite test instruments, research reports, and professional references. Each situation is different in respect to accessibility of demonstration classes and simulation facilities. Therefore, each leader will need to refine the criterion behaviors and learning experiences to fit the particular situation in which the college or inservice education program is being offered.

2. Leads children to analyze and interpret pictures.

Professional Entry Level		IV-2-E
Leads children to examine pictures to discover significant characters, main idea, details, mood, and anticipated action.	Plans materials for three lessons and demonstrates competency for master teacher.	Compile a series of individual picture folders. Prepare a flannel board or picture file.
	Adds examples to resource file.	Videotape demonstration. Begin resource file. Attend lecture.
Helps children to identify with characters and actions shown in pictures, thereby vicariously enjoying pictured experiences.	Demonstrates with five pupils. Demonstrates with three university students acting as pupils.	Read professional references. Lecture-discussion. Observe lesson being taught. Work with a small group of children.

MODULE FOUR *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Advanced Level		**IV-2-A**
Leads children to develop finer discrimination for shape, size, place relations, and arrangement of visual details.	Demonstrates exercises and games. Prepares materials for three lessons.	Study references. Review prepared games and exercises. View videotape. Prepare a resource file of exercises and games that can be used to develop 1) a vocabulary of visual terms, 2) ability to make fine visual discriminations, 3) ability to compare and contrast shapes and sizes, 4) greater sensitivity to specific visual qualities. Practice with classmates and children.
Recognizes three levels of children's picture interpretation as they relate to language development and assigns tasks accordingly. Levels include: Enumerating items in pictures Interpreting events shown in pictures Creating a story suggested by pictures.	Explains each level through demonstration with use of five pupils. Assesses each child's level in a written report. Prepares an evaluation checklist.	Lecture. Professional references. Observe demonstration teacher.
Specialization Level		**IV-2-S**
Investigates research findings on "reading" pictures as it relates to prereading preparation; explains to other teachers.	Presents a brief written report of findings and implications. Presents an oral summary to teachers.	Read professional references. Study research. Attend lecture. Prepare written report of research.
Experiments to determine whether picture interpretation contributes significantly to language or reading growth.	Sets up and supervises action research in one or two classrooms. Reports findings at faculty meeting.	Study research. Share ideas in an inservice committee meeting.
3. Encourages children to enjoy poems, including rhythm, imagery, picture words.		
Entry Level		**IV-3-E**
Recognizes the six essential qualities for excellence in poetry for children including: 1) worthwhile idea, 2) honesty, 3) uniqueness, 4) imagery, 5) musical quality, 6) mood and appeal to emotions.	Lists qualities in a written report. Takes a test requiring selection of poems on basis of quality criteria.	Collect a series of children's poems which illustrate the qualities of excellence. Lecture and discussion. Read professional references.
Demonstrates the ability to locate and present poems that will meet the immediate appreciational level of children, stimulate the imagination, and foster enjoyment and sometimes intercultural understanding.	Cites three poetry sources, and describes the use of six selected poems in an oral or written presentation to class. Demonstrates techniques in minilesson for classmates.	Read references. Study anthologies. Use records. Practice with colleagues. Develop two taped lessons. Add poems to resource file. Study folk poems.

MODULE FOUR *(continued)*

Competencies	Criterion Behavior (Evidence of Competency Attainment)	Learning Experiences
Entry Level (Cont.)		
Leads children to enjoy rhythm in poems through imitation of movement that the rhythm suggests, including jump rope and play poems.	Selects four action poems. Demonstrates with classmates through finger play, rhythm, pantomime, and use of puppets.	Observe classroom demonstration. Prepare bibliography. Listen to records and tapes. Study anthology of American folklore.
Leads children to obtain sensory images from poems—visual, tactile, gustatory, olfactory, and auditory.	Outlines two approaches in demonstration for classmates. Presents tape recording of success with group of children.	Experiment with a group of children. Read professional references. Workshop activity.
Leads children to compose their own couplets and to recite them to the group.	Demonstrates with six children. Shows examples of couplets the children produce.	Observe demonstration teacher. Use anthologies. Read children's poems written by previous class. Work with group of children.
Advanced Level		**IV-3-A**
Demonstrates a knowledge of methods and poetry materials to be used in providing for individual differences in respect to 1) maturation, 2) intellectual ability, 3) cultural background, and 4) individual interests.	Offers four examples of activities which provide for individual differences for two pupils. Lists ten poems and explains the use of each in providing for individual differences. Presents bulletin to class.	Read current authoritative recommendations. Lecture. Survey children's poetry including poetry from other cultures. Prepare an instructional bulletin.
Specialization Level		**IV-3-S**
Devises checklists or other instruments to help teachers assess pupil growth in enjoyment of poetry.	Demonstrates for four teachers and summarizes in a written report. Leads teacher group to utilize checklists or other instruments on an experimental basis.	Study recent research. Group discussion. Prepare a checklist.
4. Helps children learn to perceive and articulate speech sounds.		
Entry Level		**IV-4-E**
Recognizes that ability to discriminate and articulate certain consonant sounds increases with maturity.	Prepares a simple picture test to identify sounds children have not mastered. Administers test to three children.	Lecture. Classroom observations. Read professional references.
Uses numerous* nursery rhymes and nonsense poems to promote perception and articulation of speech sounds. * Refer to competency three.	Explains the use of* two nursery rhymes and two nonsense poems in providing for skills in articulation. * Refer to competency three.	Use anthologies. Make tapes. Listen to records. Study professional references. Plan three lessons to be used in classroom.
Involves children in a variety of other stimulating language activities to aid in distinguishing among similar and different sounds and symbols; uses puppets, pictures, charts, and materials.	Demonstrates two techniques with pupils or graduate students. Describes activities orally to class. Submits a taped lesson presented by master teacher and describes to class.	Class demonstration. Practice with pupils. Study references. Prepare a booklet of activities. Study taped lesson.

MODULE FOUR *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Advanced Level		**IV-4-A**
Knows the sequence in which consonant sounds are learned as shown by research and identifies immature speech and speech defects that interfere with communication.	Demonstrates the use of a packet of diagnostic materials developed for classroom. Performs on test. Prepares a chart on normal consonant articulation development by chronological age. Prepares a tape which illustrates difference between immature speech and acceptable speech dialect.	Locate sequence in professional reference. Read current research. Confer with speech therapist. Listen to tapes and records which illustrate immature speech, speech defects, and regional speech dialects.
Specialization Level		**IV-4-S**
Classifies speech defects that can be cared for by the classroom teacher and those that require specialized help.	Prepares a checklist of speech problems and simple aids for classroom teachers. Prepares a bulletin section on speech defects.	Study checklists. Conference with speech consultant. Review standardized speech tests. Read professional references.
Helps teachers diagnose immature speech defects.	Briefly summarizes a case study. Demonstrates for three teachers.	Prepare case study on a child having immature or defective speech. View videotape presentation. Group discussion.
Suggests materials that teachers may use with the foregoing.	Prepares bulletins section on materials to correct speech difficulties in classroom. Sets up a workshop for teachers for development of materials.	Study references. Observe demonstration by speech therapist.
5. Leads children to perceive sensory images from poems and stories.		
Entry Level		**IV-5-E**
Provides experiences in perceiving and describing the sounds and sights in daily living.	Lists and briefly describes three activities for perceiving sights and three activities for perceiving sounds.	Attend lecture. Observe demonstration. Begin resource file.
	Demonstrates in a mini-lesson for classmates.	Prepare materials for three lessons utilizing tapes, pictures, field trip recordings, film strips, and other materials.
Selects stories and poems which provide stimulating sensory images including: visual, auditory, olfactory, tactile, and gustatory.	Explains concepts through use of two stories and two poems.	Use anthologies. Study references. Prepare three taped lessons.
Advanced Level		**IV-5-A**
Uses additional techniques and activities for stimulating sensory images for individuals who are less imaginative and who have difficulty in obtaining sensory images.	Plans materials and prepares bibliography for three lessons. Describes several techniques in a written report.	Study references. Observe demonstration. Read journal articles. Experiment with several approaches suggested by colleagues.
Specialization Level		**IV-5-S**
Demonstrates to teachers several methods for teaching creative imagery to resistant children.	Explains one method to a group of teachers through videotaped demonstration.	View videotape demonstration. Group discussion.

MODULE FOUR *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
6. Involves children in dictating group and individual stories growing out of meaningful experiences.		
Entry Level		IV-6-E
Provides a variety of meaningful experiences which stimulate verbal expression in children including field trips, sensory experiences, imaginative experiences, story listening, picture interpretation, poetry experiences, etc.	Describes in a written paper. Plans three lessons and describes two of them for classmates.	Lecture. Study references. Classroom observations. Preparation of materials.
Leads children to use organized language in relating real or imaginary experiences to a small group (sometimes illustrating with episodic pictures or filmstrips).	Demonstrates with five pupils or demonstrates with classmates acting as pupils.	Lecture. Practice with children and colleagues. Videotape viewing of demonstration.
Leads children to relate a sequence of events in proper order for a group experience chart story (from school or personal experiences).	Shows chart that has been prepared.	Classroom observation. Discussion with demonstration teacher. Examine charts made by others.
Reveals a knowledge of technique for eliciting and recording individual and group dictated stories.	Demonstrates with three pupils. Outlines steps in a written report.	Lecture. Study reference readings. Observe demonstration teacher.
Uses individual and group-dictated story experiences to teach page orientation of left to right, top to bottom, and, incidentally, that writing is merely recorded speech.	Writes exam on dictated story procedures and purposes.	Reference reading. Discussion. Practice with three children.
Uses individual story dictation to teach directional orientation to the written page, occasional sight words, and a strong interest in reading.	As above	As above
Advanced Level		IV-6-A
Displays knowledge of research on use of individual and group dictated stories; recognizes the major strengths and potential weaknesses of these approaches.	Performs on test. Outlines and presents to inexperienced teachers.	Reference reading. Study research. Prepare bulletin.
Specialization Level		IV-6-S
Uses a collection of individual and group-dictated stories to demonstrate procedures to beginning teachers.	Displays a model collection of several group and individual dictated stories. Presents an outline of planning procedures. Presents videotaped lesson.	Make collection of group and individual dictated stories. Study reference readings. Analyze group and individual dictated stories prepared by experienced teachers. Prepare a videotaped lesson on procedures and practices in utilizing stories for novice teachers.

MODULE FOUR *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Specialization Level (Cont.)		
Uses researched word list to analyze vocabulary children use in dictated stories and to determine pupil readiness to read published materials.	Summarizes and reports to teachers at an inservice meeting.	Study researched word lists.
Experiments with group and individual dictated stories as part of a coordinated language experience approach.	Presents findings to teachers.	Initiate an experiment.
7. Provides experiences through which children learn to recognize the letters of the alphabet, written names, and occasional words.		
Entry Level		**IV-7-E**
Provides numerous opportunities for children to see their names and other printed words in labels, captions, signs, charts, games, and directions.	Prepares a list of suggestions. Demonstrates five of these for classmates. Begins to prepare an illustrated notebook of ideas for future use in teaching.	View filmstrips. Classroom observation. Specified professional reading.
Leads children to perceive specific initial phonemes by identifying initial pictures which illustrate words that begin with those phonemes.	Describes two lessons in a written report. Demonstrates with five pupils.	Lecture-discussion. Study references. Practice with children. Preparation of lessons.
Provide opportunities for children to match printed words with pictures related to the child's experiences, including colors, days of week, kind of weather, names of pets, special holidays, etc.	Submits two prepared lessons. Describes three picture-word matching games that can be used independently.	Study references. Observe demonstration. Study sample materials used. Prepare individualized lessons containing a collection of materials—i.e., objects, pictures, toy animals, etc.—with matching captions or labels for two children from diverse socio-economic backgrounds.
Advanced Level		**IV-7-A**
Identifies children who have unusual difficulty in visual learning.	Lists behaviors which indicate difficulty.	Compare behaviors of children who learn readily through vision and those who have difficulty.
Specialization Level		**IV-7-S**
Examines several studies on how children best learn to recognize words. Explains to teachers.	Leads teachers and provides guidance in initiating two experimental programs.	Study research. Group discussion.
Disseminates research findings showing that knowledge of names of letters of alphabet may be one of the best predictors for a child's readiness for reading.	Demonstrates with test scores from a classroom.	Study research. Summarize research. Group discussion.
8. Teaches children to write their initials and occasional words.		
Entry Level		**IV-8-E**
Leads children to draw their initials as identification on art papers.	Demonstrates or reports on success with children.	Observe demonstration teacher. Reference readings. Practice with children.

MODULE FOUR (continued)

Competencies	Criterion Behavior (Evidence of Competency Attainment)	Learning Experiences
Entry Level (Cont.)		
Distinguishes between mature and immature motor skill development in beginning writing.	Submits a writing-readiness checklist. Presents a series of games and exercises appropriate for motor skill development.	Prepare writing readiness checklist. Attend lecture. Read reference. Begin a resource file of ideas for developing motor skills.
Enumerates the essential principles in beginning writing including: 1) technique for holding pencil, crayon, or chalk; 2) position of paper; 3) paper lining; 4) hand preference concerns; 5) chalkboard and paper practice.	Demonstrates a lesson for classmates using three pupils. Lists principles for teaching early handwriting.	Teach writing to a small group of children for several days. Study models from references and manual. Observe classroom teacher.
Provides models and experiences which lead children to write occasional words.	Demonstrates with a small group of children. Submits two lessons.	Prepare three activities.
Advanced Level		**IV-8-A**
Demonstrates a familiarity with several handwriting methods (including method currently taught). Describes differences in philosophy, letter formation, drills, and special features.	Presents a written summary. Shows models to inexperienced teachers and demonstrates.	Reference reading. Study writing models. Study manuals for writing systems.
Knows provisions that should be made for left-handed child.	Prepares an illustrated bulletin.	Practice with left-handed pupils.
Specialization Level		**IV-8-S**
Explains findings of research on handedness to other teachers.	Summarizes and presents to teachers on transparencies.	Study research. Study journal articles. Prepare abstracts of research.
Demonstrates an informal test of handedness for new teachers.	Demonstrates with twelve pupils. Outlines steps in administering handedness test for inexperienced teachers in a written report.	Observe demonstration teacher. Prepare informal handedness test.
Investigates effects of mixed dominance on early visual learning.	Presents an oral summary of findings to teachers.	Classroom observation. Reference reading. Discussion.
	Reviews case study.	Prepare a detailed case study of an individual with a handwriting problem.
9. Plans and initiates units of related experiences.		
Entry Level		**IV-9-E**
Demonstrates knowledge of suitable steps in unit planning and teaching.	Enumerates steps in written outline. Presents unit steps on transparencies to class.	Lecture. Study references. Study prepared units from textbooks and manuals.
States unit outcomes in precise behavioral terms including 1) cognitive, 2) affective, and 3) psychomotor.	Prepares twelve examples of behavioral objectives and classifies each. Describes three to classmates.	Attend lecture. Discussion. Study reference. Prepare an example sheet of three types of objectives.

MODULE FOUR *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Entry Level (Cont.)		
Plans a tentative unit for two weeks that will motivate vigorous involvement.	Presents written plans to instructor. Describes orally in a fifteen-minute report to class.	Study references. Assist classroom teacher in unit planning. Study unit plans prepared by master teacher.
Introduces a unit idea through a variety of activities including: role-playing, a teacher-made chart, a film, a guest participant, or other stimulating activities.	Demonstrates to classmates using two types of activities. Presents two taped activities made with a small group of children.	Observe classroom demonstration. Discussion. Lecture. Prepare two tape recordings.
Involves children in teacher-pupil planning of unit and related activities to insure their interest and progress.	Describes in a written report. Develops a list of original and suggested ideas for promoting involvement.	Lecture. Observe demonstration by experienced teachers. Study references. Practice with pupils. Prepare a list of ideas to initiate planning.
Culminates the unit in an audience situation.	Lists six examples of audience involvement. Describes two of the above for a hypothetical unit.	Study textbook suggestions. Prepare resource file of suitable activities.
Advanced Level		**IV-9-A**
Review above points.	Review above points. Demonstrate with children using the above points.	Review above points.
Specialization Level		**IV-9-S**
Plans a procedure for diagnostic pre- and post-assessment of progress for each individual during one unit.	Successfully administers instrument to three pupils; interprets results orally or in a written report. Shows a group of inexperienced teachers how to administer instrument.	Read research. Group discussion. Prepare a bulletin.

10. Inspires children to think creatively and use imaginative language in describing experiences and surroundings.

Entry Level		**IV-10-E**
Provides opportunities for children to investigate the detailed nature of objects and events and leads them to make discoveries related to object characteristics and operation.	Plans materials for four lessons. Demonstrates with two colleagues acting as pupils.	Attend lecture. Begin resource file. Read professional references and current authoritative suggestions.
Helps children to communicate imaginatively and accurately about details observed in environment.	Describes three relevant outdoor activities and three indoor activities for a small group of children. Prepares an instructional plan to be used for one lesson with a small group of children.	Study references. Share ideas during informal group discussion. Attend lecture. Study master teacher's technique.
Leads children to enjoy figurative expressions in stories—exaggeration and similes.	Offers four examples of activities which might motivate enjoyment. Describes three in an oral report. Begins a resource file.	Study children's poetry collections. Study references. Teach a small group of children for several days. Prepare resource file.

MODULE FOUR (continued)

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Entry Level (Cont.)		
Leads children to create stories and rhymes in which they use simple similes that describe a sensory experience.	Demonstrates with six pupils. Tapes two demonstration lessons.	Classroom demonstration. Attend lecture. Listen to taped recording of pupil-teacher interaction.
Advanced Level		**IV-10-A**
Proves familiarity with different types of creativity, such as expressive productive inventive innovative emerging	Prepares a written report. Gives a brief oral description to classmates. Develops a checklist to identify types of creativity.	Study recent research on creativity. Study references. Prepare a creativity checklist.
Displays a knowledge of standardized tests of creative thinking—including those by Torrance and Guilford.	Examines and explains tests orally. Responds on test.	Study standardized tests. Study research. Prepare videotape for teacher demonstration.
Specialization Level		**IV-10-S**
Uses a rating scale for identifying child's use of imaginative language including three categories: quality of ideas definition of words ability to verbalize ideas	Successfully evaluates three pupils and interprets results orally or in a written report.	Study references. Construct a rating scale. Practice with children.
Demonstrates knowledge of research findings and implications showing that creativity growth varies with different cultures, decreasing in American children after age nine.	Summarizes research. Explains implications of findings in oral report to teachers.	Study research. Prepare a summary of research findings. Group discussion.
11. Provides numerous unit and individual experiences to develop many common concepts along with the vocabulary that expresses the concepts.		
Entry Level		**IV-11-E**
Involves children in a rich variety of experiences which contribute to concept and vocabulary development by employing their senses in feeling, touching-manipulating, smelling, tasting, and hearing and in using words to describe sensations.	Demonstrates two "touch and tell" and one "tasting" experience for classmates. Puts examples in resource file.	Lecture. View filmstrips. Observe class demonstration. Plan a "tasting party" or a "touch-and-tell" experience. Prepare resource notes.
Leads children to verbalize new and repeated experiences to foster vocabulary growth and fixation of concepts related to walks, field trips, experiments, and social observations.	Offers three examples of concept experiences and explains orally to class. Places examples in resource file. Demonstrates one lesson with small group of children.	Lecture-discussion. Study reference readings. Prepare resource file sketches of appropriate activities.
Involves children in meaningful activities to broaden environmental concepts through comprehension of relationships, comparison, contrast, and classification.	Demonstrates through the use of planned games and activities in a mini lesson.	Study reference reading. Share ideas from readings. Observe demonstration. View videotaped presentation.

MODULE FOUR (continued)

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Advanced Level		IV-11-A
Provides numerous firsthand and vicarious experiences to provide for individual differences in developing concepts and vocabulary through use of models, dioramas, exhibits, pictures, films, interviews, listening to poems, stories, records, making plans, and sharing experiences.	Plans materials for four lessons. Puts examples in resource file. Describes three examples of experiences which provide for individual differences to classmates.	Prepare a bulletin. Class demonstration. Make resource file on firsthand and vicarious experiences for developing concepts and vocabulary.
Differentiates among the three types of concept development: simple concrete concepts classification concepts abstract concepts	Performs on quiz. Prepares a chart and presents to class in oral presentation.	Study professional references. Attend lecture-discussion. Prepare a chart or transparency on classification of concepts
Specialization Level		IV-11-B
Devises an informal concept-vocabulary list for assessing growth and needs of individual pupils.	Demonstrates with two pupils for teachers. Helps other teachers prepare lists.	Study research and recent authoritative recommendations. Prepare an informal concept vocabulary list.
Explains research on preschool and early school concept development as it relates to later success in reading and language growth.	Reports findings to teachers in an oral presentation at faculty meeting.	Study recent research. Prepare abstracts of research for teacher use.
Experiments formally with two methods for promoting concept-vocabulary development.	Outlines plans for two experiments. Provides leadership in initiating and carrying out comparative experiments.	Study research. Discussion. Analyze results of two experiments and reports findings.

Continuing Assessment

It is recommended that in assessing professional competency growth in this module (as specified by criterion behaviors) the following techniques be employed.

1. Tests and quizzes: Two written tests—objective and essay type questions. Test one, to include materials presented in the first half of module.
   Final examination, to cover entire Module Four. Optional quizzes to be used in lieu of written reports or demonstrations as specified by individual instructor.
2. Observations of performance: including accurate contributions to class discussion, effective committee participation, and skill in obtaining pupil growth.
3. Analysis of preparation performance: including lesson planning, demonstrations, reports, and preparation of original material.

CONTRIBUTING CONSULTANTS

Mary Attea, State University College of New York at Buffalo
Harold Covell, University of British Columbia
Doris Gunderson, U.S. Department of Health, Education and Welfare, Office of Education
Jean A. Lenart, Pittsburgh Public Schools
Jean Reynolds, Dade County Public Schools, Miami, Florida
Harry W. Sartain, University of Pittsburgh
Jean Winsand, University of Pittsburgh

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Chapter Nine

Teaching Word Attack Skills: Resource Module 6

ROSEMARY S. HULSMAN, LINDA M. POTANKO, AND BETTY HORODEZKY

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It is recommended that this resource module be used as a guide in the preparation of instructional modules in the undergraduate programs of all teachers at all levels—early childhood, elementary, middle school, secondary reading and English, and secondary teachers in the other content fields. Additional instructional modules are needed at the graduate level by all teachers, except perhaps those of secondary content fields other than English. Inservice education modules in this area also can be especially useful to teachers who are seeking ideas for a variety of independent and team-learning activities which youngsters can use for meaningful practice of word attack skills.

Introduction to Module Six

Through participation in the learning experiences of this module on Word Attack Skills teachers should become competent in helping children utilize the following clues:

1. configuration
2. consistent graphonemes

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* Appropriate dates for preparation and revision of the sample resource modules are given as a means of indicating when modules were revised in response to suggestions from field consultants and other experts. Some of the revisions also include findings from the testing of instructional modules based on the resource module.

3. morphology
4. syllabication
5. phonic sounds
6. context

Teachers should become familiar with variations in four methods for teaching word recognition:

1. whole word
2. analytic
3. synthetic
4. combination methods

Fluent reading can never occur until the youngster recognizes most whole words and phrases in his materials automatically and instantaneously. The module, therefore, must include a number of activities for helping children recall and respond to words quickly at sight. These activities frequently should be of individual and pupil-team types which children can pursue somewhat independently while the teacher works with instructional groups.

Teachers at the advanced and specialization levels will study the research on word attack skills in depth and become prepared to do experimentation and offer leadership in program improvement.

Preparticipation Assessment

The preassessment for this module on the teaching of word attack skills will consist of objective examinations to be administered to students when they enter the program at all levels. This test will cover the principles of word attack skills as well as the procedures and methods for teaching these skills. It will include more detailed information and research findings at the advanced or specialization levels than at the professional entry level.

At the advanced level, a self-assessment checklist also may be completed by each entering student to assess his areas of strength and weakness in teaching word attack skills. If there is a sizable discrepancy between the student's assessment of his skills and his standing on the objective examination, he should be given a personal interview with the instructor to determine the causes of the discrepancies.

At the specialization level, in addition to an objective test, a self-evaluation based on intragroup interviews regarding the strengths and weaknesses in teaching word attack skills should be required.

MODULE SIX
Word Attack Skills

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
1. Develops auditory discrimination capabilities as part of the reading readiness program. (Maintenance step beyond Module Four)		
Entry Level		**VI-1-E**
Teaches children to identify similar beginning sounds, ending sounds, and rhyming sounds in words.	Presents a series of lessons demonstrating three techniques for teaching each of these concepts. Shares tape or worksheets with group.	Study textbook references. Make a tape to use with group of children demonstrating various techniques employed. Develop one tape and/or three worksheets for independent practice or team work.
Advanced Level		**VI-1-A**
Identifies which sounds may cause most difficulty for children at the readiness level.	Summarizes the research on difficulties in sound discrimination.	Study journal research articles. Construct and administer a test to identify sounds causing difficulty for children at the readiness level.
Identifies which sounds cause most difficulty for children from atypical backgrounds.	Presents case study summary.	Prepare a case study for one child and describe to classmates.
Specialization Level		**VI-1-S**
Determines causes for inability in children to discriminate among certain sounds.	Shows and describes several modality or screening tests for inservice faculty meeting such as The Baxter Modality Test or selected subtests from the Illinois Test of Linguistic Ability. Aids teachers in interpreting test scores from one class.	Select tests through professional references. Study tests and manuals. Practice with colleagues and/or children. Classify a group of children according to modality difficulties.
2. Assesses child's ability to recognize differences in printed symbols. (Maintenance for Module Four)		
Entry Level		**VI-2-E**
Administers simple readiness exercise in which child is asked to identify the symbol that is different in a given set.	Administers instruments to four classes and reports results.	Prepare a series of games and worksheets for the teaching of letters and visual discrimination of letters.
Provides experiences for a child to learn to identify upper and lower case letters of the alphabet.	Shows samples of two lessons to be placed in resource file. Outlines four appropriate experiences in a written report.	Study teacher's guides for suggestions on teaching letter identification. View demonstration by master teacher. Follow teacher's manual.
Advanced Level		**VI-2-A**
Demonstrates knowledge of research which evaluates visual training program at the reading readiness level.	Cites six to eight studies orally or in writing. Reports on findings and implications of these studies.	Study research in journals. Determine validity of selected research studies.
Recognizes special procedures that should provided for visually immature children.	Performs on test. Shares a packet of games and exercises with classmates.	Study procedures recommended by experts. Prepare a packet of games and exercises for three lessons. Consult with college faculty and experienced teachers.

MODULE SIX *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Advanced Level (Cont.)		
Examines several recent studies which have investigated relationship between visual discrimination and achievement in reading.	Summarizes and shares findings in a written and oral report.	Study research on visual discrimination. Prepare abstracts of research.
Specialization Level		**VI-2-S**
Explains the behaviors which are characteristic of children with poor visual perception such as insensitiveness to similarities and differences in pictures, words, and letters; copies and draws poorly, etc.; provides measures for corrective procedures for these.	Demonstrates with the use of a videotaped lesson. Helps teachers prepare a checklist.	Prepare instructional bulletin for teachers. Evaluate teacher-made checklists. Collect materials for visually immature.
Administers a perceptual test such as Frostig Developmental Test of Visual Perception.	Administers to two children; interprets results and implications in a written summary, indicating shortcomings as well as values.	Consult with professional staff who have used these tests. Practice with children. Review perceptual tests in Buros.
3. Determines ways for developing and expanding sight vocabulary.		
Entry Level		**VI-3-E**
Introduces, teaches, reinforces, and evaluates basic sight vocabulary learning through games and interesting firsthand experiences.	Demonstrates three of these techniques through a videotaped lesson.	View filmstrips on sight word games. Study manuals, workbooks, and supplementary materials of a basal reader series for teaching basic sight vocabulary.
Prepares lesson plans for introducing sight vocabulary with emphasis on internal configuration pattern.	Submits two lesson plans. Reports results of one plan used to class.	Try one plan with small group of children.
Advanced Level		**VI-3-A**
Locates in the literature additional techniques for expanding sight vocabulary, such as: Association of meaning with word form. Identification of word by context clues. Identification of word by use of phonetic and structural analysis in addition to configuration and context clues.	Presents a written summary to instructor. Reports findings to an elementary school faculty.	Study research. Prepare a paper on findings.
Constructs test to measure student's ability to learn sight vocabulary by use of configuration clues and striking characteristics.	Submits findings from test administration.	Study various sight word tests. Study strengths and weaknesses on tests.
Devises new games for motivating sight word study.	Presents a sample kit of games and describes to teachers.	Study manuals for games. Read professional books and journals. Examine teacher-made games.

MODULE SIX *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Specialization Level		**VI-3-S**
Summarizes research findings on the frequency of use of basic sight words at various grade levels.	Reports findings in an article.	Search literature.
Plans an experiment comparing techniques for developing and expanding sight vocabulary.	Presents research report on similar studies. Outlines and describes experimental plan at faculty meeting. Shares findings with teachers.	Review research. Consult with colleagues and experts. Develop plan for involving staff members in executing experiment. Publish research findings.
4. Teaches the techniques for using context clues to unlock the pronunciation of printed words.		
Entry Level		**VI-4-E**
Demonstrates understanding of the following techniques using context clues: Use of pictures and sentence context in the identification of printed words. Use of context clues to check phonetic analysis. Use of the context of both sentence and paragraph to determine meanings that one has not previously associated with a printed word. Use of context clues to check various meanings of prefixes and suffixes. Use of context clues to determine the accent and meaning of many words such as *per'mit, per mit'*. Use of context clues to choose the appropriate definition of a word in a dictionary.	Written test performance in which the correct technique for using context clue is matched to the appropriate situation. Submits sample lessons for teaching each type. or Assists classroom teacher in the teaching of three of these skills and describes in a written report.	Reference study. Place study notes in resource file. Take notes from lecture. View several taped lessons given by experienced teachers at the advanced level demonstrating several of these techniques. Try techniques with a few children.
Advanced Level		**VI-4-A**
Proves continued familiarity with the techniques using context clues listed under professional entry level, adding clues based on appositional phrases and redundancy.	Submits outlines of taped lessons.	Prepare a series of taped lessons in which the various techniques using context clues are taught. Share these lessons with teachers at an inservice meeting or students at the professional entry level.
Specialization Level		**VI-4-S**
Advises on development of teacher-made tests in assessing students' abilities and techniques to utilize context clues in pronouncing new words.	Conducts a series of inservice meetings with teachers on test construction. Submits results of measurement on several pupils.	Refer to literature. Review published tests. Study validity and reliability factors in test construction. Administer measure to several students at various grade levels.

MODULE SIX *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
5. Demonstrates an understanding of the various types of word-analysis and synthesis skills used in attacking strange words and an understanding of general principles of instruction in these skills.		
Entry Level		**VI-5-E**
States the various types of word-analysis skills that a child should have an opportunity to learn—consistent graphoneme* recognition, phonic sounds, morphology patterns, syllabication.	Lists skills in a quiz.	Study assigned readings. View filmstrip. Participate in lecture discussion.
Understands that greatest efficiency is achieved by recognition of larger elements first and resorting to separate letter sounds last, but encourages other approaches some individuals find useful.	States possible sequence in which pupils should try techniques. Demonstrates with three children.	Discuss in class group or faculty group. Observe demonstration.
Leads children to adopt these word-recognition techniques that are most effective for them individually (including context, whole-word, and analysis-synthesis techniques).	Provides list of names of ten children with types of techniques they seem to use most effectively. Presents to class.	Experiment with ten children by teaching a given number of different words with different word-recognition techniques.
Advanced Level		**VI-5-A**
Categorizes instructional programs according to whether beginning materials emphasize an analytic, a synthetic, or a combination method of word attack.	Submits a paragraph describing each of two or three programs that are somewhat different, and categorizes each; also shows how synthesis requires some analysis.	Read professional texts. Analyze sets of published materials. Develop criteria for analysis.
Understands that word attack is a function of Interaction of linguistic variables—phonological, morphological, syntactic, and semantic. Interaction of the child with these linguistic variables by means of cognitive processes (analyzing, categorizing, sorting, closing), manipulating, adding, substituting, arranging, synthesizing, and generalizing.	Writes summary of program analysis. Submits word attack activities illustrating different cognitive processes. Submits word attack activities illustrating the use of three different processes for dealing with linguistic variables.	Analyze a published program to determine which linguistic variables and cognitive processes are utilized. Prepare word attack activities to extend published program. Participate in lecture-discussion.
Determines child's stage and pattern of development in word attack skills.	Submits word attack inventory results on three children.	Study published skills inventory and manual or prepare an inventory. Administer inventory.
Specialization Level		**VI-5-S**
Leads experimentation to determine which of two or three word attack programs are most successful in one or more classrooms.	Presents detailed results to members of discussion groups.	Analyze instructional material and select programs having different approaches.

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* See footnote at end of major competency 6.

MODULE SIX *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Specialization Level (Cont.)		
Demonstrates familiarity with research on effectiveness of different word attack approaches for children having varied perceptual habits and attitudes.	Presents summary of research to colleagues or to instructor.	Plan experiment with cooperation of teachers and initiate. Analyze and summarize research reports.
6. Teaches children to recognize a large number of graphonemes which have stable phonemic values as sound elements in many words.		
Entry Level		**VI-6-E**
Teaches beginning readers to recognize between 25 and 50 of the most frequently occurring graphonemes and to use them in building and analyzing one-syllable words. (Examples: *ab, an, ed, ent, ill, in, og, ud*)	Submits lists of graphonemes and the common words in which they occur and will be taught. Submits three games used to teach graphonemes and their substitutions in words.	Make lists of suitable graphonemes from professional references. Prepare a game for teaching them. Involve three children in building words from several common graphonemes.
Teaching continuing young readers to recognize and use between 100 and 200 additional common graphonemes to be utilized in building and analyzing one- and two-syllable words.	(Extension of above)	(Extension of above)
Advanced Level		**VI-6-A**
Analyzes published reading programs to determine which graphonemes are introduced.	Submits evaluation of three programs.	Study guides and textbooks.
Specialization Level		**VI-6-S**
Determines suitability of list of graphonemes* taught in the school.	Presents report of analysis. Discusses implications with teachers.	Compare lists of graphonemes taught in a school reading program with published frequency lists of words in materials that primary children usually are expected to be able to read.
7. Demonstrates a knowledge of phonics instruction as a part of the word-attack program in reading.		
Entry Level		**VI-7-E**
Leads children to discover sounds of individual consonants in different positions.	Explains importance of leading children to discovery of the phoneme-grapheme relationship rather than merely memorizing rules.	Study professional texts and guides for reading programs.
Initial position of consonants in words.	Teaches a lesson to a group of children introducing one initial consonant.	Prepare four techniques to be used in teaching an initial consonant.

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* Graphoneme is a closed syllable, one which begins with a vowel and ends with a consonant, semivowel, or "silent *e*", e.g., *an, ay, ate.*

See Virginia W. Jones. *Decoding and Learning to Read.* Portland, Oregon: Northwest Regional Educational Laboratory, 1970, p. 2.

MODULE SIX *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Entry Level (Cont.)		
Final position of consonants in words.	Submits tape or game.	Prepare a tape to be used in teaching final position of a consonant. or Construct one game that can be used in teaching of final position of consonants.
Initial and final consonant substitution use.	Submits list of substitutions taught. Prepares and teaches one lesson under supervision of classroom teacher.	Compile a list of known words from basal reader which can be used by child to make new words by means of initial or final consonant substitution. Select a lesson that will strengthen the child's ability to recognize new words which are the same as known words except for the initial or final consonant.
Teaches when consonant letters are silent in words.	Shares lists prepared with class. Teaches simulated lesson to group of colleagues.	List examples of silent consonants and insert in resource file. Prepare a worksheet for colleagues listing pairs of known words such as milk-talk, cold-could, and have them identify which word has the silent consonant.
Establishes understandings that some consonant sounds are represented by several different letters and some letters represent more than one sound.	Shows chart and explains to class.	Construct a worksheet which includes these principles. Prepare two charts: 1) demonstrating different letters for same sound and 2) demonstrating different sounds for the same letter.
Demonstrates an understanding that two- or three-letter blends may be divided into three major groups on the basis of a common letter.	Submits a sample list of consonant blends including: 1) those which begin with *s*, 2) those which conclude with *l*, 3) those which conclude with *r*, and reports to class.	Review commercial materials available that can be used independently by child in working with consonant blends. Prepare a list of two- and three-letter consonant blends.
Recognizes that digraphs are a combination of two letters which result in a single speech sound.	Presents a chalkboard lesson in which digraphs are used in key words.	Construct visual aids using flannel board or overhead transparencies to teach consonant digraphs. Practice with children.
Leads children to discover general principles which govern vowel sounds.	Simulates with class members a strategy for developing understanding of a phonics principle. Responds correctly on tests concerning general application of vowel principles.	Prepare a series of tapes with accompanying worksheets to be used in teaching of various vowel sounds.
"Long" vowel sounds are usually identified as the names of the vowel letters: *a, e, i, o, u*.	Submits taped lesson.	Classroom observation. Study readings.

MODULE SIX *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Entry Level (Cont.)		
A single vowel followed by a consonant in a syllable usually represents the "short" sound.		
A single vowel which concludes a word or syllable usually represents the "long" sound.		
In vowel digraphs *oa*, *ea*, *ee*, *ai*, *ay*, the first vowel is usually "long," and the second vowel is silent. The digraphs *oo*, *au*, and *ew* form a single sound which is not the "long" sound of the first vowel.		
In short words containing two vowels, one of which is final *e*, the final *e* is usually silent and the middle vowel is usually represented by the long sound.		
Single vowels followed by *r* usually result in a blend sound. The vowel *a* followed by *l* or *w* usually results in a blend sound.		
The letter *y* at the end of words containing no other vowel represents the long sound of *i* or *e*.		
Diphthongs are two-vowel combinations in which both vowels contribute to the speech sound.		
Advanced Level		**VI-7-A**
Demonstrates an understanding of some of the problems, attitudes, and misunderstandings concerning phonics today.	Leads discussion group on problems of phonics.	Study research on phonics teaching.
Displays a knowledge of history of phonics in America.	Presents a brief report or outline on the history of phonics in American education.	Group discussion.
Cites findings from several research studies showing which vowel rules have limited efficacy for sounding out English words.	Cites three to five studies orally or in writing. Discusses implications.	Study journal. Read research.
Specialization Level		**VI-7-S**
Constructs guidelines for sequence of teaching consonant sounds.	Charts guidelines.	Review current authoritative opinions. Study research. Conduct experimental research using a group of children to determine most effective sequence for teaching consonant sounds.
Initiates a study of two basal readers to find the percentage of words that follow the general vowel rules.	Prepares a report of findings and shares with teachers.	Study manuals. Review appropriate materials and references.

MODULE SIX *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
8. Understands the use of roots and affixes in helping a child to attack new words.		
Entry Level		VI-8-E
Provides children with experiences in readiness for structural analysis before they begin to read.	Demonstrates a lesson that focuses on hearing structural units in words and noting their function.	Lecture and discussion by expert. Read references. Study use of pictures, flannel board, and guided oral activities in teaching structural analyses of printed words.
Demonstrates familiarity with structural analysis by teaching children to attack new words by		
Understanding that in contractions the apostrophe stands for the omission of one or more letters when two words are combined.	Uses the chalkboard to give a demonstration lesson for colleagues on how to teach contractions.	Prepare a booklet listing activities to be used in teaching contractions.
Identifying root words and inflectional endings as meaning units.	Reports results to classmates.	Make a set of transparencies to be used with overhead projector to instruct children in identifying root words and inflectional endings. Develop transparencies for individualized work.
Identifying known root words in compounds and developing an understanding that two root words may combine their meanings to form a compound.	Constructs a chart that shows pairs of root words that might be combined to form compound words.	Prepare game on compound words. Use commercial workbooks to compile a list of exercises to reinforce child's understanding of compound words.
Learning to identify suffixes as meaningful parts of words.	Administers sample test to colleagues.	Review tests that measure student's understanding of suffixes.
Learning to recognize the inflectional endings *-er* and *-est* of comparison and developing the understanding that the spelling of a root word may change in an inflected or derived form.	Distributes list to classmates.	Construct several visual aids to teach comparison. Prepare a series of small group activities to provide a class with additional practice and review with inflectional endings of comparison.
Noting that prefixes, like suffixes, are added to root words to make new words.	Compiles a list of prefixes and their meanings.	Add to resource file.
Recognizing pronunciations and meanings of many common prefixes and suffixes.	Demonstrates with a small group of children.	Observe classroom demonstration.
Advanced Level		VI-8-A
Prepares an instructional bulletin describing sequence and techniques for teaching roots and affixes.	Distributes to colleagues. Submits for publication.	Study references. Consult with expert teachers.
Specialization Level		VI-8-S
Constructs an informal test of word analysis skills.	Administers to several groups of children.	Use test results for grouping and instruction.

MODULE SIX *(continued)*

Competencies	Criterion Behaviors (Evidence of Competency Attainment)	Learning Experiences
Specialization Level (Cont.)		
Conducts a study using a fourth grade social studies test to determine number of polysyllabic words in a given number of pages words with inflectional endings words with suffixes words with prefixes different prefixes and suffixes	Reports findings to colleagues.	Study references. Publish findings for other classroom teachers.
9. Teaches children to apply phonetic principles to syllabication and accent determination.		
Entry Level		VI-9-E
Demonstrates the importance of using consonant substitution and visual clues to vowel sounds as a means of attacking one-syllable words.	Tapes a classroom lesson illustrating these principles.	Study reference. Write lesson plan.
Demonstrates methods used to teach children to hear syllables in spoken words and recognize a syllable as a word or part of word in which one vowel sound is heard.	Reports on one method of teaching syllables. Demonstrates syllable game with a small group of children.	Construct several games for teaching the number of syllables in a word.
States rules for attacking two-syllable words.	Develops a booklet illustrating these rules.	Study phonic workbooks and professional references.
Reveals familiarity with skills necessary to attack multisyllabic words such as identifying patterns of accent, noting that accent may shift in a derived form, using a variety of visual clues to primary accent, and using the "schwa" sound in unstressed syllables.	Compiles a checklist of these skills.	Practice use of checklist with a small class.
Advanced Level		VI-9-A
Compiles a list of commercial materials which can be used in teaching syllabication.	Prepares written list for distribution to colleagues.	Study instructional materials published. Study manuals.
Evaluates three teachers' manuals from basal readers as to approach for teaching syllabication and accent.	Presents list in an oral or written report at an inservice meeting for teachers.	
Specialization Level		VI-9-S
Demonstrates knowledge in use of standardized tests containing subtests on syllabication.	Shares with teachers at inservice meeting. Refers to yearbook of mental measurements and prepares a bibliography of tests with these features.	Examine tests. Study references. Prepare a bibliography of subtests on syllabication.
Constructs a test to evaluate a student's knowledge of the principles of syllabication and accent.	Administers test to three different ability groups and compares findings. Summarizes in a brief written report.	Discuss findings with colleagues. Publish findings in professional journal.

Continuing Assessment

The continuing assessment will not be in separate unrelated steps. Instead, the adequacy of each performance will be judged as the teacher-learner completes and demonstrates proficiency in the criterion behaviors listed.

Upon the completion of each competency, the learner will be permitted to continue to the next.

CONTRIBUTING CONSULTANTS

Harvey Alpert, Hofstra University
Morton Botel, University of Pennsylvania
John E. Merritt, The Open University, Bletchley, Buckinghamshire, England
Carol K. Winkley, Northern Illinois University

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Chapter Ten

Developing Comprehension—Analysis of Meaning: Resource Module 7

JOSEPH MALAK

Prepared: September 1971
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Because this module develops understanding of the fundamental nature of comprehension, as well as fostering skills of teaching, it is particularly important that it be utilized in the preparation of instructional modules at the professional entry level for all elementary and secondary teachers. Likewise, it is essential that it be included in graduate study and inservice programs for all teachers.

Preparticipation Assessment Procedures

Each participant should be pre-assessed for prerequisite behaviors and competencies within the module.

The participant is expected to attain these behaviors before attempting this module at the professional entry level:

a. knowledge of diagnostic teaching procedures,
b. skill in the administration of survey tests in comprehension (completion of professional entry level of the resource module: diagnostic evaluation of reading progress), and
c. skill in motivating pupils to read thoughtfully.

The following procedures for pre-assessment are recommended to determine a participant's level of competency before he enters this module:

a. self-assessment, i.e., he evaluates his competencies in relation to those listed;
b. shared assessment between advisor and advisee, i.e., the advisee compares his assessment of competencies with his advisor and they reality test the conflicts;
c. brief written or oral examination (especially in the cognitive areas);

d. demonstration of criterion behaviors; and
e. approval by a competent faculty member or a competent school administrator based on a knowledge of the participant's past experiences.

If this assessment reveals that a student already has mastered a competency included in the module, he should not be required to do the tasks except as a maintenance or review procedure.

MODULE SEVEN
DEVELOPING COMPREHENSION—ANALYSIS OF MEANING

Competencies	Criterion Behaviors	Learning Experiences
1. Demonstrates an understanding of the comprehension process.		
Professional Entry Level		**VII-1-E**
Identifies and explains the tasks necessary for literal comprehension, focusing attention on content, recognition of meaning, etc.	Adequately prepares list of literal comprehension tasks and explains the function of each.	Attend lecture. Read appropriate references.
Knows that comprehension, a requisite for reading, requires association of meaning with symbols; that verbalism (word calling) is not reading, since understanding is not taking place; and that real or vicarious experience is essential for associating meaning with symbols.	Achieves 80 percent accuracy on an exam.	Read text references. Attend lectures. Observe a videotape of verbalism. Determine pupils' levels of comprehension in reading and their backgrounds of experiences.
Concludes that since the level and depth of comprehension vary greatly from student to student (purpose, interest, experience), instruction must be individualized as much as possible.	Reports findings in a paper.	Observe similarities and differences among pupils in comprehending the same selection and relate findings to concept. Attend discussion.
Advanced Level		**VII-1-A**
Knows a developmental sequence for teaching the tasks of comprehension.	Submits a list. Defends the list orally or in writing to a faculty group.	Read text reference. Consult recent research findings. Identify the tasks of comprehension. Discuss with group when tasks should be introduced to pupils. Observe pupils' behaviors at various levels.
Demonstrates that the same tasks involved in comprehending printed materials are involved in comprehending spoken words.	Writes a paper reporting the findings.	Study references. Consult recent research findings. Compare and contrast accurate comprehension of two groups of pupils (reading and listening).
Uses research findings and reliable and valid information in attacking problems.	Consistently consults research throughout advanced level of this module.	Be positively reinforced for reading research.
Specialization Level		**VII-1-S**
Presents to teachers new research findings concerning the comprehension process.	Presents to teachers a one-hour inservice program. or Prepares a service bulletin.	Consult recent research. Attend planning sessions with university staff and peers.

MODULE SEVEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
2. Exhibits competence in teaching meaning signals given through the structure and pattern of the language.		
Professional Entry Level		**VII-2-E**
Demonstrates that meaning resides in phrases or thought units that make sentences.	Demonstrates to peers and assessor how sentences can be subdivided into thought units.	Consult appropriate references. Attend lectures. Complete practice exercises.
Teaches punctuation marks as signals of interpretation, meaning, and division of thought units.	Submits lesson plans and assessor's evaluation.	Attend lectures. Observe demonstration teacher. Teach a group of pupils to interpret several marks of punctuation. Discuss lesson with demonstrator teacher.
Perceives syntactic differences in sentence structure, their effects on meaning, and resultant increase of reading difficulty.	Completes a test.	Attend discussion sessions. Study references. Complete practice exercises.
Teaches pupils to perceive meaning in various sentence patterns.	Submits test results of tutored pupils.	Observe demonstration teacher. Plan lessons with peers and faculty. Implement lessons with pupils.
Trains pupils to recognize the antecedents of pronouns.	Teaches pupils to identify antecedents with 80 percent accuraky.	Study instructional materials. Prepare and implement lessons for pupils.
Teaches pupils that a new paragraph begins with an indentation and presents another idea.	Teaches pupils to identify new new paragraphs with 80 percent accuracy.	Attend lecture. Study references. Plan lesson with peers. Implement lesson for pupils. Analyze strengths and weaknesses of presentation with a faculty member.
Exhibits an understanding that paragraphs are structured around one idea which, if directly stated, will be found in a topic sentence and will be developed by supportive details.	Explains to a faculty assessor how certain instructional materials develop pupils' understandings of paragraph structure.	Review literature. Attend discussion session with reading materials specialist. Observe demonstration teacher. Select and use instructional materials with pupils.
Knows that the perception of purposes for writing (narrative, expository, argumentative) signals the main idea and the supportive details.	Submits lesson plans, instructional materials, and assessor's evaluation.	View videotape demonstration. Study a variety of instructional materials. Plan lessons and implement with pupils.
Advanced Level		**VII-2-A**
Exhibits understanding and skill in teaching meaning signals by language-structure patterns (maintenance or review).	Teaches professional entry-level students.	Prepare lessons for teaching meaning signals to preservice teachers.
Lists the developmental sequence of teaching meaning signals by language structure patterns at the primary, intermediate, and secondary levels.	Submits a developmental skills sequence list. Justifies sequence with research findings.	Attend seminar with resource personnel: developmental psychologist, reading materials specialist, and faculty. Review research.
Is sensitive to different language patterns of pupils. Notes effect on literal comprehension.	Demonstrates sensitivity in dealing with pupils. Reports findings on comprehension.	Study references on different language patterns. Attend discussion session with linguist. Compare and contrast the comprehension of pupils with different language patterns.

MODULE SEVEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Develops a method to evaluate materials for the effective instruction of meaning signals given through the structure and pattern of the language.	Prepares and uses a checklist to evaluate instructional materials.	Review current methods and forms. Attend discussion with resource staff and peers.
Specialization Level		**VII-2-S**
Seeks references which report new findings in linguistic studies that suggest new approaches to the teaching of meaning signals given through the structure and pattern of the language.	Prepares written report.	Review research. Attend discussion group.
Demonstrates new materials available to teach meaning signals given through language patterns. Presents strengths, weaknesses, interest levels, and reading levels.	Demonstrates new materials to peers or makes videotape.	Study references. Use materials. Plan for demonstration with university faculty and peers.
3. Demonstrates competence in teaching the tasks of literal comprehension.		
Professional Entry Level		**VII-3-E**
Teaches word meanings by using the context.	Exhibits knowledge of concepts and methods in written report of experiences in teaching pupils.	Read appropriate literature. Observe demonstration teacher. Attend lecture. Plan lessons. Implement lessons with pupils.
Teaches word meanings through word analysis or structural analysis.	Submits lesson plans, instructional materials, and pupils' written work.	Read appropriate literature. Observe demonstration teacher. Attend lecture. Teach pupils.
Guides pupils to the realization that most words have more than one meaning.	Teaches a small group in the presence of a faculty assessor.	Study references. Interact with peers. Plan lessons. Prepare instructional materials. Instruct pupils.
Facilitates the study of word meaning through synonyms and antonyms.	Submits a report on the strengths and weaknesses of lessons.	Attend lecture. Read references. Plan with peers. Teach pupils.
Trains pupils to recognize qualifying words and their effects on meaning.	Submits a tape recording of a discussion with pupils.	Attend discussion sessions. Read references. Discuss with peers. Observe demonstration teacher. Practice the art of questioning.
Instructs pupils to recognize and interpret homonyms.	Teaches pupils to identify homonyms and produce appropriate meaning with 70 percent accuracy.	Attend lectures. Read appropriate literature. Interact with peers.
Tutors pupils in the interpretation of figurative language.	Submits lesson plans and tape recording of lessons.	Attend discussion group. Read references. Observe demonstration teacher. Plan with demonstration teacher. Teach pupils.
Teaches pupils to interpret idiomatic expressions.	Teaches pupils to identify idiomatic expressions with 70 percent accuracy.	Attend discussion session. Observe demonstration teacher.

MODULE SEVEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Stimulates pupils to study word origins and changes in word meanings.	Leads a group discussion of pupils in the presence of a faculty assessor.	Attend lecture. Attend peer study and discussion sessions. Practice the art of questioning with peers and pupils.
Makes pupils aware that each technical field has its own special meaning for many ordinary words.	Reports orally or in writing on the effectiveness of instruction.	Attend lecture. Observe demonstration. Study references. Compare and contrast word meaning in several technical fields to demonstrate concept to pupils.
States the definition of the main idea as the idea around which the entire paragraph is built.	States the definition in writing or orally.	Attend lecture. Study references.
Instructs pupils in perceiving the main idea by identifying the topic sentence.	Teaches pupils to identify topic sentence with 70 percent accuracy.	Attend discussion session. Practice with peers. Study references. Plan lessons, select instructional materials, and implement lessons for pupils.
Guides pupils in the identification of the main idea when it is directly or indirectly stated.	Reports on the effectiveness of instruction.	Practice identifying main idea. Interact with peers. Teach pupils in the presence of a demonstration teacher.
Teaches the perception of the main idea over several paragraphs or in a selection.	Teaches pupils to identify the main idea with 70 percent accuracy.	Study appropriate references. Attend discussion session. Observe several teachers. Discuss observation. Instruct pupils.
Recognizes that the goal of pupils' perception of supportive details is to apprehend relevant details, to understand their relationship, and to identify the main idea in the total pattern of the paragraph, article, or problem.	Teaches pupils to identify supportive details, their relationship to one another, and the main idea with 70 percent accuracy.	Attend lectures. Study references. Complete drill exercises. Discuss with peers.
Demonstrates to pupils how to perceive sequences in reading.	Develops materials that will direct students to follow and to predict sequences of events.	Review appropriate literature. Attend discussion session.
Teaches pupils to read, to apprehend, and to follow one-step, two-step, and *n*-step directions.	Teaches pupils to perceive and to follow directions for playing a game, constructing something, etc.	Attend lecture. Study references. Practice. Have pupils read directions for playing games, constructing something, etc.
Advanced Level		**VII-3-A**
Knows a repertory of techniques for teaching vocabulary use and evaluating pupils' vocabularies.	Completes a comprehensive exam or submits a paper.	Attend lectures and discussion sessions. Observe teachers. Read appropriate research and literature.
Exhibits a knowledge of research criticisms of the most effective methods for developing word meanings and vocabulary.	Completes an oral or written exam.	Review literature and research. Interact with peers and university faculty.
Relates research findings on tasks of literal comprehension to methods for classroom teaching.	Demonstrates in a debate with peers.	Prepare for debate.

MODULE SEVEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Demonstrates skill in developing games to teach vocabulary, figurative language, implied meaning and following directions.	Submits games. Reports on revisions made as a result of pupils' use.	Review commercially prepared and teacher-prepared games. Meet with resource and materials specialists. Create one game in vocabulary, figurative language, implied meaning, and following directions. Use games with pupils. Revise games.
Displays skill in the development of materials to teach getting the main idea and supportive details.	Submits revised materials.	Create main idea and supportive-details materials for specific pupils' needs. Use with pupils. Revise materials.
Demonstrates a sensitivity to pupils and a desire to develop positive self-images in pupils by assigning instructional materials at the appropriate interest and instructional levels.	Teaches pupils in the presence of a faculty assessor.	Observe teachers. Videotape sessions with pupils. Discuss sessions with peers and faculty.
		VII-3-5
Specialization Level		
Supports teachers by suggesting methods of transforming the teacher's personal knowledge into methods for pupils' learning.	Submits written report.	Attend discussion sessions concerning principles of supervision. Observe reading supervisor. Interact with a teacher. Suggest appropriate methods. Plan with teacher. Have teacher implement method for pupils.
Helps new teacher get a good start in teaching the tasks of literal comprehension.	Same as preceding.	Same as preceding.
Gives assistance to teachers who are having difficulty teaching pupils the tasks of literal comprehension.	Defends diagnoses and steps taken to peers and faculty assessor.	Diagnose pupils' and teachers' difficulties and take appropriate steps.
Informs teachers, reading specialists, and school administrators of current instructional materials devised to teach the tasks of literal comprehension.	Demonstrates new materials at one inservice meeting to a group from the professional entry level, or on a videotape.	Review current materials. Plan with university staff and peers.
Demonstrates techniques that teachers can use in appraising their own instructions.	Submits a checklist.	Attend lecture. Review appropriate references. Prepare a checklist.
Determines priorities in improving instruction in literal comprehension.	Submits a written report.	Attend discussion sessions on evaluating and establishing priorities in instruction. Evaluate the strengths and weaknesses of the classroom. Establish the priorities for instruction.
Assesses the effectiveness of instruction in teaching the tasks of literal comprehension.	Presents orally an evaluation to teachers, administrators, or peers in the presence of a faculty assessor.	Evaluate the effectiveness of instruction in primary, intermediate, or junior high grades in one building.
Designs and implements a research experiment to evaluate current instructional practices or to test new instructional practices.	Prepares written report presenting experiment and findings.	Attend sessions with research statistician.

MODULE SEVEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
4. Displays competence in teaching the tasks in interpretive comprehension.		
Professional Entry Level		**VII-4-E**
States that literal comprehension must be accurate before interpretive comprehension is accurate.	Writes a report.	Attend lecture. Read references. Simulates with peers. Compare the effectiveness in making inferences of pupils who have accurate literal comprehension with those who do not have accurate literal comprehension.
Explains that a certain type of thinking and awareness is necessary before making inferences.	Presents findings orally or in writing.	Attend simulation with peers. Study references. Observe groups. Document the work of pupils who recognize main ideas and who have chances of obtaining implied meanings.
States that an inference is meaning implied by the author.	Completes oral or written exam.	Attend lecture. Complete exercises identifying inferences. Read references.
Instructs pupils to make inferences by perceiving the author's tone, attitude, and purpose in writing.	Teaches pupils to perceive author's tone, attitude, and purpose in writing with 65 percent accuracy.	Study references. Observe demonstration teacher. Discuss with peers. Plan and practice with demonstration teacher.
Directs pupils to identify cause and effect relationships by the sense of the selection and by key words which suggest a cause and effect relationship.	Observes students learning to recognize cause and effect relationships. Writes a report discussing pupils' success.	Consult literature. Plan lessons with peers and university staff. Teach pupils to recognize cause and effect relationships.
Explains that comparisons and contrasts can be recognized by the sense of the selection by key words.	Observes pupils learning to recognize comparison-contrast. Writes accurate report illustrating concept.	Consult literature. Attend discussion sessions. Observe demonstration teacher. Observe pupils learning to recognize comparison-contrast relationship through key words.
Has pupils distinguish fact from opinion.	Teaches pupils to identify facts from opinions with 70 percent accuracy.	Attend lecture. Practice identifying facts from opinions. Observe demonstration teacher. Plan with demonstration teacher. Implement lesson for pupils.
Exhibits skill in teaching pupils to formulate opinions.	Presents a lesson in the presence of a faculty assessor.	Study references. Observe demonstration teacher. Practice the art of questioning with pupils. Prepare and implement lessons for pupils.
Displays skill in teaching pupils to identify conclusions in their reading and to formulate their own conclusions from their reading.	Submits lesson plans, instructional materials, and pupils' worksheets. Reports on the strengths and weaknesses of the lessons.	Read references. Attend discussion session. Instruct pupils.
Demonstrates skill in having pupils anticipate outcomes in literary material.	Teaches pupils to predict outcomes with 70 percent accuracy.	Attend lectures. Study references. Observe demonstration teacher.
Reports recent research findings in teaching the tasks of interpretive comprehension.	Writes a comprehensive report. Presents findings orally.	Review appropriate literature on research.

MODULE SEVEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level		**VII-4-S**
Informs teachers, reading specialists, and school administrators of current instructional materials devised to teach the tasks of interpretive comprehension.	Demonstrates new materials at one inservice meeting, to a group from the professional level, or on a videotape.	Review current materials. Plan with university staff and peers.
Determines priorities in improving instruction in interpretive comprehension.	Presents findings to teachers, administrators, or peers in the presence of a faculty assessor.	Attend discussion sessions on evaluating and establishing priorities in instruction. Evaluate strengths and weaknesses of one classroom and establish the priorities for instruction.
Designs and implements a research experiment to evaluate current instructional practices or to test new instructional practices.	Prepares a written report presenting experiment and findings.	Attend sessions with research statistician. Design and implement a research study.
Assesses the effectiveness of instruction in teaching the tasks of interpretive comprehension.	Prepares a paper.	Evaluate the effectiveness of instruction in primary, intermediate, or junior high grades in one building.

Continuing Assessment and Post-Assessment Procedures

Each participant should be assessed for specific competencies by the criterion behaviors or equivalents listed. Some suggested means for judging mastery of a particular competency are analyzing lesson plans for objectives, instructional materials, teaching techniques, and procedures; observing the implementation of lessons; evaluating knowledge based on test results, and evaluating the achievement and performance of the participant instructed. When a particular competency is not mastered, the assessor should diagnose the problem(s) and recommend learning experiences that would lead to mastery of that competency.

CONTRIBUTING CONSULTANTS

A. Sterl Artley, University of Missouri
Paul Berg, University of South Carolina
Carlotta Bogart, Media Learning Design, Tennessee
Mel Cebulash, Scholastic Book Service
Donald L. Cleland, University of Pittsburgh
Thomas E. Culliton, Jr., Boston University
J. Fred Gage, Falk School, University of Pittsburgh
Harold L. Herber, Syracuse University
Margaret Keyser Hill, Southern Illinois University
Richard Kemper, University of South Carolina
Marion L. McGuire, University of Rhode Island
William P. Morris, San Diego State College
Walter Pauk, Cornell University

Richard Rystrom, University of Georgia
Harry W. Sartain, University of Pittsburgh
Paul Stanton, University of Pittsburgh
Marian Tonjes, University of Miami
Gertrude Whipple, Detroit, Michigan, public schools

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Chapter Eleven

Developing Comprehension—Synthesis and Generalization: Resource Module 8

JOSEPH MALAK

Prepared: October 1971
Revised: May 1972

This resource module, which is concerned with evaluative (critical) reading, the forming of generalizations in content fields, and the combining of information from several sources, should be of major importance in the preparation of instructional modules in undergraduate programs for all teachers, except possibly those for early childhood. This value does not diminish at the advanced and specialization levels. Inservice education programs based on the module should produce positive results in the form of improved pupil skills.

Preparticipation Assessment Procedures

Each participant should be pre-assessed for prerequisite behaviors and competencies within the module.

The participant is expected to possess the following behaviors before attempting this module at the professional entry level:

a. cognizance of the diagnostic teaching concept;
b. skill in the administration, scoring, and interpretation of survey tests in comprehension.

Developing Comprehension: Analysis of Meaning

The following procedures for pre-assessment are recommended to determine a participant's level of competency before he enters this module:

a. self-assessment; i.e., he evaluates his competencies in relation to those listed.
b. shared assessment between advisor and advisee; i.e., the advisee compares his assessment of competencies with that of his advisor, and they reality test the conflicts.
c. brief written or oral examination (especially in the cognitive areas).
d. demonstration of criterion behaviors.
e. approval by a competent faculty member or a competent school administrator based on a knowledge of the participant's past experiences.

If this assessment reveals that a student already has mastered a competency included in the module, he should not be required to do the tasks except as a maintenance or a review procedure.

MODULE EIGHT
DEVELOPING COMPREHENSION SYNTHESIS AND GENERALIZATION

Competencies	Criterion Behaviors	Learning Experiences
1. Teaches pupils to assess what they read.		
Professional Entry Level		**VIII-1-E**
Instructs pupils in the detection of the writer's motive: inform, teach, move emotionally, sell, argue, tell a story. (What is his motive? Who will benefit if you agree?)	Submits lesson plans and faculty assessor's evaluation of presentations.	Read references. Attend sessions detecting writer's motive. Observe videotapes or demonstration teacher. Instruct a group of pupils at the intermediate junior high, or senior high school level in the presence of a faculty assessor.
Teaches pupils to identify the content of a selection as factual or creative.	Teaches pupils to identify with 90 percent accuracy the content of selections as factual or creative.	Observe demonstration lesson. Plan lessons with demonstration teacher. Practice with peers. Instruct pupils.
Defines a statement of fact as that which can be proved to be true or false by an observable test. Defines a statement of opinion as that which defies objective proof even though the writer may relate experiences supporting that opinion.	Defines statements of fact and opinion orally or in writing.	Read and study references. Complete programed exercises.
Guides pupils in the identification of statements of facts and opinions in their reading. Leads pupils to detect common clues that differentiate between fact and opinion: "I believe," "it seems," "this experiment reveals," etc.	Teaches pupils to differentiate with 80 percent accuracy between statements of fact and opinion.	Observe videotaped lessons. Discuss effectiveness of techniques with faculty and peers. Attend planning sessions. Instruct pupils.
Teaches pupils to differentiate between subjective opinion and authoritative judgment.	Teaches pupils to differentiate with 80 percent accuracy between subjective opinion and authoritative judgment.	Review appropriate instructional materials. Observe demonstration teacher. Plan lessons with demonstration teacher. Instruct pupils.

MODULE EIGHT *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Demonstrates skill in perceiving topics and details that are irrelevant to the main idea and in evaluating the completeness of an article.	Demonstrates in reading selections.	Listen to taped lectures with peers. Interact with peers and university staff. Complete practice exercises.
Instructs children in recognizing irrelevant topics and details in their reading and in judging the completeness of a reading selection.	Teaches pupils in the presence of a faculty assessor. Submits lesson plans and pupils' work.	Observe demonstration teacher. Plan lessons with demonstration teacher. Review instructional materials. Teach pupils.
Displays competence in judging the objectivity of selections by determining the extent to which and the manner in which different points of view were presented.	Submits written analyses of reading selections.	Judge the objectivity by analyzing the extent to which and the manner in which different points of view were presented in reading selections.
Teaches pupils to recognize points of view and to determine the extent to which different points of view were presented.	Teaches pupils to determine with 70 percent accuracy the extent to which different points of view were presented in several reading selections.	Attend lectures on techniques of teaching in this area. Meet with materials specialist. Plan lessons with university staff. Instruct pupils.
Sensitizes pupils to the need for different points of view to be presented.	Reinforces a group of pupils in a discussion session. or Conducts role-playing session with a small group of pupils.	Attend group sessions with a psychologist to learn methods of positive reinforcement. Practice with pupils.
Guides pupils in evaluating content accuracy by following a suggested method of questioning what they read.	Submits lesson plans and instructional materials. Interacts well with pupils during lessons. Reinforces pupils' questioning content accuracy.	Read references. Observe demonstration teacher. Plan lessons with demonstration teacher. Videotape practice sessions with peers.
Directs pupils to perceive emotionally charged words used in reading selections.	Teaches pupils to identify with 70 percent accuracy emotionally charged words in reading selections.	Read references on methodology. Observe videotapes. Attend discussion. Plan and implement lessons for pupils.
Advanced Level		**VIII-1-A**
Lists a developmental sequence for teaching pupils to assess what they read. (See professional entry level.) Ranks objectives and behaviors both in difficulty of performance and in maturational sequence.	Prepares a comprehensive list (K-12). Writes a paper presenting rationale and defense for sequence. or Prepares a comprehensive list (K-12). Presents rationale orally. Defends sequence orally.	Seek and read appropriate literature and research. Attend lectures.
Seeks references which report current research findings in teaching pupils to evaluate what they read.	Presents findings in a paper.	Seek and read appropriate literature and research. Attend lectures.
Designs a new instructional item to facilitate learning at a prescribed level and with a prescribed population.	Submits instructional materials designed.	Meet with inservice teachers and materials specialist. Design instructional materials for the competencies listed at the professional entry level.

MODULE EIGHT *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Diagnoses from pupils' responses the particular kinds of difficulties being encountered in respect to assessing what they read.	Demonstrates with a group of pupils.	Attend discussion sessions. Practice by teaching and by discussing diagnoses with reading supervisor, university staff, and peers.
Organizes activities and strategies to aid learners having difficulties in assessing what they read.	Submits diagnoses, lesson plans, and designed activities. Reports on pupils' successes.	Meet with university staff. Consult with materials specialist. Instruct pupils.
Specialization Level		**VIII-1-S**
Encourages teachers to have pupils question what they read but to accept that which is adequately supported by evidence and expert opinion.	Conducts an effective one-hour inservice program. (Follows inservice with classroom visits.) Reinforces teachers who have pupils questioning what they read.	Plan inservice with supervisors of reading and university faculty.
Surveys and critiques current practices and instructional materials used in teaching pupils to assess what they read.	Submits a report discussing current practices in one elementary or junior high school. Details instructional materials used. Presents strengths and weaknesses of program and makes recommendations.	Assist reading consultant surveying some aspect of reading program. Attend sessions on survey techniques and design.
Prepares service bulletin concerning teaching pupils to assess what they read.	Submits one service bulletin.	Study several service bulletins. Attend group discussion.
2. Leads pupils to attain competence in recognizing styles of paragraph organization and purposes of writing.		
Professional Entry Level		**VIII-2-E**
Teaches pupils to perceive purposes of writing (exposition, argument, narration).	Teaches pupils in the presence of a faculty assessor. Reports strengths and weaknesses of the lesson.	Read references. Observe demonstration teacher. Practice. Plan and implement lessons for pupils.
Demonstrates to pupils that exposition is utilized for definition, explanation of a process, reporting and analyzing something, offering critical essays on society and literature, and offering an informal essay. (Maintenance or review.)	Submits videotape and critical comments.	Read references. View with a group a videotaped lesson. Plan lessons with reading supervisor. Practice by videotaping presentation and obtaining critical comment.
For narration see Literary Appreciation Module.		
Teaches pupils to identify these styles of paragraph organization in exposition, argument, and narration: Comparison-contrast Cause-effect Chronology Classification Description Analogy Expansion on an example or premise Itemizing events leading to a conclusion (Maintenance or review.)	Teaches pupils to identify with 70 percent accuracy styles of paragraph organization.	Attend demonstration and discussion group. Meet with university staff for assistance in lesson planning and selection of materials. Practice.

MODULE EIGHT *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level		**VIII-2-A**
Lists a developmental sequence for teaching pupils to identify authors' purposes for writing and styles of paragraph organization.	Submits list. Defends sequence orally or in writing.	Read and study appropriate literature and research. Attend lectures. Prepare a list which ranks objectives and behaviors both in difficulty of performance and in maturational sequence.
Specialization Level		**VIII-2-S**
Displays competence in supervising teachers in this area.	Reports in writing on the supervision of one preservice teacher.	Read *Clinical Supervision* by Goldhammer. Observe reading supervisor using this technique. Practice with peers.

3. Teaches pupils to analyze the logic of arguments.

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level		**VIII-3-E**
Guides pupils in perceiving deductive and inductive reasoning in reading arguments.	Submits lesson plans and instructional materials. Reports on strengths and weaknesses of lessons.	Attend logic lectures. Complete practice exercises. Observe demonstration. Plan with reading supervisor. Implement lesson for pupils.
Teaches pupils to detect these errors in logic: Distortion Begging the question or ignoring the question Extension or exaggeration Red Herring or distraction from the issue Name calling Using straw men or issues Oversimplification Hasty generalizations Stereotypes Inadequate causal relations Either-or fallacy Trivial analogies	Teaches pupils to detect errors in logic with 70 percent accuracy.	Complete programed materials. Discuss with peer and university faculty. Observe demonstration teacher. Plan instruction with demonstration teacher. Instruct pupils.
Advanced Level		**VIII-3-A**
Evaluates instructional materials for instructional level and effectiveness.	Submits a checklist. or Assesses instructional levels and effectiveness of materials.	Read references. Attend group sessions with peers, reading supervisor, and university staff. Review instructional materials. Review existing criteria for the evaluation of materials. Prepare and use a checklist.
Specialization Level		
Demonstrates techniques for teaching pupils to detect errors in logic.	Conducts with facility two one-hour demonstration sessions with preservice teachers or inservice teachers in the presence of a faculty assessor.	Observe reading supervisors. Meet and plan sessions with reading supervisor and university staff.

MODULE EIGHT *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
4. Leads pupils to identify propaganda techniques used in argument.		
Professional Entry Level		**VIII-4-E**
Teaches pupils to identify in their reading these propaganda techniques: Citation of an authority or testimonial approach Bandwagon appeals False or glittering generalizations Appeals to emotion rather than intellect Transfer approach—relates to consumer or to physical or mental satisfactions Half-truth techniques	Pupils instructed to identify propaganda techniques used in reading selections.	Attend group sessions in which propaganda techniques are defined and identified in reading selections. Study the fallacies of propaganda techniques. Plan lessons with university staff. Practice with peers. Read references on teaching techniques.
Directs pupils to evaluate their reading for propaganda techniques and to value logical argument rather than propagandistic argument.	Submits lesson plans, instructional materials, and faculty assessor's evaluation.	Read references. Observe demonstration teacher. Study instructional materials available. Plan with demonstration teacher.
Advanced Level		**VIII-4-A**
Reviews the literature and research for current trends and findings concerning the teaching of propaganda techniques	Presents findings and trends in a paper. or Completes oral or written exam.	Locate and read appropriate literature and research. Attend lectures.
Reviews the literature and research concerning the teaching of propaganda techniques through discussion.	Presents findings in a paper.	Consult appropriate research. Attend lectures and demonstrations.
Evaluates materials for effective instruction in perceiving propaganda techniques.	Submits a checklist or other devices to evaluate materials.	Discuss criteria for effective materials with university staff, reading supervisors, and peers.
Directs pupils at various levels to detect common propaganda techniques used in different sources.	Demonstrates competence in teaching propaganda techniques by teaching at three of these levels: primary, intermediate, junior high, senior high.	Observe demonstration teachers. Plan and practice with demonstration teacher. Implement lesson for pupils.
Specialization Level		**VIII-4-S**
Relates research findings about propaganda techniques to classroom teaching methods.	Submits plans and participants' evaluation.	Review appropriate literature and research. Consult with university staff. Plan and implement inservice program for teachers. Have teachers evaluate program.
Demonstrates teaching techniques to professional entry level participants.	Provides videotapes of lessons.	Plan with reading staff from university. Practice with peers and pupils. Conduct demonstration lessons.
Conducts research on teaching propaganda techniques.	Submits a paper reporting research design and findings.	Consult with statistician and university staff. Develop and implement a research design for one aspect of this area.

MODULE EIGHT *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
Diagnoses problems in teaching and offers suggestions to correct the difficulties.	Submits faculty assessor's evaluation.	Observe reading supervisor. Assist supervisor in dealing with problems. Diagnose problems for teachers. Offer suggestions to correct the difficulties.
5. Demonstrates competency in teaching pupils to combine information from a number of sources read.		
Professional Entry Level		**VIII-5-E**
Directs pupils to establish a purpose before reading from a number of sources.	Submits lesson plans and tape recordings of the lessons.	Read references. Observe videotapes. Plan lessons with a demonstration teacher and peers which show the need to establish purpose before reading from a number of sources. Implement lesson for pupils.
Demonstrates to pupils that the nature of the material read and the reader's purpose will determine the organization of an outline.	Submits lesson plans that meet requirements. Implements lesson for pupils in the presence of a faculty assessor.	Read references. Observe demonstration teacher. Discuss plans and materials for lessons with peers and reading supervisor. Plan lessons that show that the outline-organization pattern evolves from type of material and purpose for organization. Implement lesson for pupils.
Guides children in making an integrated outline by combining information from a number of sources.	Submits pupils' comprehensive outlines.	Plan lessons with university staff and peers. Prepare five outlines from five sources. Have pupils integrate the information into one comprehensive outline.
Advanced Level		**VIII-5-A**
Lists a developemental sequence for teaching pupils to combine information from a number of sources.	Presents list to a peer group. Defends sequence orally in the presence of a faculty assessor.	Read and study appropriate literature and research. Attend lectures. Prepare a list which ranks objectives and behaviors both in difficulty of performance and in maturational sequence.
Displays skill in the development of instructional materials for teaching pupils to combine information.	Submits revised instructional materials.	Review commercially prepared materials. Meet with reading supervisors. Write instructional materials for use at one of these levels: intermediate, junior or senior high school, community college. Use with pupils. Revise instructional materials.
Specialization Level		**VIII-5-S**
Supports teacher by suggesting methods of transforming the teacher's personal knowledge into methods for pupils' learning.	Interacts with teachers in the presence of a faculty assessor. Suggests appropriate teaching methods.	Attend discussion sessions on principles of supervision. Observe reading supervisor. Work with teachers.

MODULE EIGHT *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
Helps new teacher get a good start in teaching pupils to outline and integrate information from a number of sources.	Explains to peers and faculty [illegible] the processes employed and outcomes.	Same as preceding.
Informs teachers, reading specialists, and school administrators of current instructional materials in teaching pupils to combine information from various sources.	Demonstrates new materials at one inservice meeting or to a group from the professional entry level.	Review and study new and current materials. Plan with university staff and peers. Implement.
Demonstrates techniques that teachers can use in appraising their own instruction.	Prepares a checklist for teachers to use. or Reports on teachers' behaviors after inservice program.	Attend lectures. Review appropriate references. Instruct a group of inservice teachers.
Assesses the effectiveness of instruction in teaching outlining and integrating information from a number of sources.	Prepares a paper evaluating the effectiveness of instruction in the intermediate, junior, or senior high grades.	Attend discussion sessions on evaluation.
6. Teaches pupils to form generalizations from information read and synthesized within a specific field of content study.		
Professional Entry Level		VIII-6-E
Knows an instructional framework and general goal that will facilitate learning to read in specific content areas: Preparation Motivation Background information and review Anticipation and purpose Direction Language development Guidance Development of skills Development of concepts Independence Application of skills Application of concepts	Completes an oral or written exam. or Demonstrates in lesson planning.	Read and study content area books (e.g., *Teaching Reading in Content Areas* by Herber). Attend discussion sessions.
Explains how and why content teachers should examine instructional materials for 1) the identification of basic concepts to be studied, 2) the technical vocabulary which holds potential difficulty, and 3) the processes and the skills that students need in order to identify, understand, and apply instructional ideas.	Explains and demonstrates in a paper. or Demonstrates knowledge on an oral or written exam.	Same as preceding.
Evaluates content materials for above.	Submits evaluation in writing.	Use Herber's list to determine factors involved in content materials with passages from social studies and from science.

MODULE EIGHT *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Knows that teaching and direction, in most cases, should precede a reading assignment.	Presents findings in a paper.	Give pupils a reading assignment. Measure pupils' comprehension. Build pupils' background of experiences prior to another reading assignment. Make a directed reading assignment. Measure pupils' comprehension. Compare and contrast results of both measurements.
Exhibits skill in the art of questioning to elicit literal, interpretative, and applied comprehension. (Maintenance or review.)	Demonstrates skill with a small group of pupils.	Observe videotapes. Attend discussion sessions. Practice with peers.
Explains that pupils are successful readers when they can easily transform a repertoire of skills to meet the demands of various content areas and levels of sophistication.	Explains and demonstrates in a paper.	Read references. Complete practice exercises. Attend demonstration. Teach pupils.
Utilizes reading guides to teach reading in the content areas.	Submits reading guides.	Read and study *Teaching Reading in Content Areas* by Herber. Study reading guides that have been prepared. Prepare one reading guide in social studies and one in science.
Employs reasoning guides to extend pupils' skill in instruction in content areas beyond the reading processes to reasoning.	Same as preceding.	Same as preceding.
Advanced Level		**VIII-6-A**
Develops pupils' technical vocabulary on a literal level by writing exercises or games that demand recall.	Submits exercises and games employing either multiple meanings association, categorizing, word puzzles, or word analysis to develop pupils' technical vocabulary in one content area.	Review commercially prepared and teacher-made games and exercises. Consult with materials specialists and university staff. Prepare exercises and games. Implement games for pupils. Revises.
Develops pupils' technical vocabulary by writing exercises that demand analysis and seeing relationships.	Submits exercises and games that demand analysis and seeing relationships.	Same as preceding.
Individualizes instruction by providing differentiated tasks and assignments in terms of reading guides.	Submits guides and a report on pupils' progress.	Observe demonstration teacher. Attend discussion sessions with university staff and peers. Individualize by developing differentiated tasks and assignments over a period of several weeks for a class.

MODULE EIGHT *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level		**VIII-6-s**
Informs teachers, reading specialists, and school administrators of current instructional materials devised to teach pupils to form generalizations from information read and synthesized within a specific field of content.	Demonstrates new materials at one inservice meeting, to a group from the professional entry level, or on a videotape	Review current materials. Plan with university staff and peers. Practice for demonstration.
Determines priorities to improve instruction in teaching pupils to generalize from reading in content areas.	Submits a report on the strengths and weaknesses of one classroom and establishes the priorities for instruction.	Attend discussion sessions on evaluating and establishing priorities in instruction.
Designs and implements a research experiment to evaluate current practices or to test new instructional practices.	Prepares a written report presenting experiment and findings.	Attend sessions with research statistician. Design and implement, a research study.

Continuing Assessment and Post-Assessment Procedures

Each participant should be assessed for specific competencies by the criterion behaviors or equivalents listed. Some suggested means for judging mastery of a particular competency are analyzing lesson plans for objectives, instructional materials, teaching techniques, and procedures; observing the implementation of lessons; evaluating knowledge based on test results; and evaluating the achievement and performance of the participant instructed. When a particular competency has not been mastered, the assessor should diagnose the problem(s) and recommend learning experiences that would lead to mastery of that competency.

CONTRIBUTING CONSULTANTS

A. Sterl Artley, University of Missouri
Paul Berg, University of South Carolina
Carlotta Bogart, Media Learning Design, Tennessee
Mel Cebulash, Scholastic Book Service
Donald L. Cleland, University of Pittsburgh
Thomas E. Culliton, Jr., Boston University
J. Fred Gage, Falk School, University of Pittsburgh
Harold L. Herber, Syracuse University
Margaret Keyser Hill, Southern Illinois University
Richard Kemper, University of South Carolina
Marion L. McGuire, University of Rhode Island
William P. Morris, San Diego State College
Walter Pauk, Cornell University
Richard Rystrom, University of Georgia
Harry W. Sartain, University of Pittsburgh
Paul Stanton, University of Pittsburgh

Marian Tonjes, University of Miami
Gertrude Whipple, Detroit, Michigan, public schools

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Chapter Twelve

Developing Comprehension—Information Acquisition: Resource Module 9

JOSEPH MALAK

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This resource module itemizes teacher competencies in instructing youngsters in how to locate information, how to study it systematically, and how to retain it for later use. The module, consequently, is vital in the preparation of instructional modules at the professional entry level for all teachers, with the possible exception of those at the early childhood level. Considering the inadequacy of the study habits of a large proportion of young people, it appears evident that there is a great urgency for the preparation of advanced, specialization, and inservice instruction modules based on this theme, also.

Preparticipation Assessment Procedures

The following procedures for pre-assessment are recommended to determine a participant's level of competency before he enters this module:

1. self-assessment; i.e., he evaluates his competencies in relation to those listed.
2. shared assessment between advisor and advisee; i.e., the advisee compares his assessment of competencies with his advisor's, and they reality test the conflicts.
3. brief written or oral examination (especially in the cognitive areas).
4. demonstration of criterion behaviors.
5. approval by a competent faculty member or a competent school administrator based on a knowledge of the participant's past experiences.

If this assessment reveals that a student already has mastered a competency included in the module, he should not be required to do the tasks except as a maintenance or review procedure.

MODULE NINE

DEVELOPING COMPREHENSION: INFORMATION ACQUISITION

Competencies	Criterion Behaviors	Learning Experiences
1. **Exhibits skill in guiding pupils toward setting purposes for reading.**		
Professional Entry Level		**IX-1-E**
Knows that having a purpose for reading is important for all reading and the purposeful reader is an interested active reader.	Completes with 90 percent accuracy an objective exam or essay on the importance of establishing purposes.	Read and study *The Art of Good Reading* by McDonald and Zimny, pp. 95-124, and *The Techniques of Reading* by Judson, Chapters 7, 10, 15, or similar references. Attend demonstration of reading for various purposes.
States purposes for reading are Obtaining information Solving problems Following directions Providing entertainment Obtaining details Drawing conclusions Verifying statements Summarizing Criticizing (Evaluating)	Demonstrates knowledge in a paper. Generates purposes for reading and answers comprehension questions demonstrating fulfillment of those purposes.	Read and study *Improving the Teaching of Reading* by Dechant, Chapter 13; *The Art of Efficient Reading* by Spache and Berg, Chapter 5; *How to Become a Better Reader* by Witty, Lesson 6, or similar references.
Makes directed reading assignments to illustrate different purposes for reading.	Submits lesson plans and faculty assessor's evaluation of presentation.	Observe demonstration teacher. Review instructional materials and implement lessons for pupils.
Advanced Level		**IX-1-A**
Leads pupils to generate their own purposes for reading and to fulfill those purposes.	Provides tape recorded session with pupils setting goals for reading. Submits a report assessing pupils' comprehensions in relationship to their goals.	Observe videotape. Discuss with university faculty and peers. Work with pupils over period of several weeks.
Reinforces pupils who set and fulfill purposes for reading.	Employs positive reinforcement techniques during lessons with pupils.	Attend a session on positive reinforcement techniques. Practice with peers.
Specialization Level		**IX-1-S**
Works with teachers to improve their effectiveness in teaching pupils to set purposes for reading.	Develops criteria for teacher effectiveness in teaching pupils to establish purposes in their reading.	Attend group sessions on evaluation with university faculty. Work with teachers.
2. Displays competence in teaching pupils to locate information in a book.		
Professional Entry Level		**IX-2-E**
Guides pupils in the use of a table of contents, an index, and certain headings found in books.	Teaches pupils to locate information in an index and a table of contents with 90 percent accuracy. or Creates activities for teaching pupils to use book headings. Reports on use with pupils.	Read and study such references as *Reading Instruction for Today's Children*, Smith, pp. 325, 332-334; *World of Ideas*, Bamman et al., pp. 17-18; *The Techniques of Reading*, DeBoer and Dallman, pp. 195-226. Plan lessons and create motivating activities. Select instructional materials, and implement program for pupils.

MODULE NINE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level		**IX-2-A**
Reinforces pupils for appropriately applying their knowledge of the use of tables of contents, indices, and headings.	Demonstrates positive reinforcement techniques for pupils who appropriately use the table of contents, indices, and headings.	Observe a demonstration teacher reinforcing pupils for applying skills taught.
Knows current research and trends in teaching techniques.	Exhibits knowledge on a thoroughly prepared paper.	Consult the appropriate literature and research. Attend discussion sessions.
Specialization Level		**IX-2-S**
Demonstrates to teachers some techniques and materials that can be utilized in teaching pupils to locate information in a book.	Prepares one videotape in which a teaching technique is demonstrated and one videotape in which a set of commercially prepared materials is demonstrated.	Attend planning sessions with university staff and reading supervisor.
Assesses the effectiveness of instruction in teaching pupils to use table of contents, indices, and headings.	Submits a tape recording of sessions and a written report of the joint planning sessions.	Observe reading supervisor evaluating teacher's effectiveness. Observe and discuss videotapes of supervisor and teacher in postlesson conferences. Observe two preservice teachers presenting lessons. Diagnose the strengths and weaknesses of each lesson. Assist preservice teachers in recognizing strengths and weaknesses of lessons. Support teachers with joint planning.
3. Teaches pupils to locate materials on varied subjects in a library.		
Professional Entry Level		**IX-3-E**
Guides pupils in understanding the classification scheme to locate books in the library.	Evaluates instruction by testing pupils. Supplies test results.	Read and study such references as *The Teaching of Reading,* DeBoer and Dallman, pp. 195-226. Attend demonstration of teaching techniques. Teach pupils.
Directs pupils to locate needed material in magazines through the use of the *Reader's Guide to Periodical Literature.*	Instructs pupils in the presence of a faculty assessor. Supplies assessor's evaluation.	Attend demonstration sessions. Plan lessons and instructional activities. Practice with pupils.
Advanced Level		**IX-3-A**
Shows skill in creating instructional activities to give practice in locating information.	Submits instructional materials.	Review commercially prepared activities and materials. Meet with resource media specialist. Create two instructional activities to meet a particular pupil need at a particular instructional level. Implement activities for pupils. Revise.

MODULE NINE (*continued*)

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level		IX-3-S
Retrains a teacher who has difficulty instructing pupils in the location of materials on various subjects.	Conducts three cycles of clinical supervision with one teacher, or employs equivalent individual supervision techniques.	Read and study *Clinical Supervision* by Goldhammer and other similar references. Attend demonstration and discussion sessions.
4. Demonstrates competence in guiding pupils to prepare and use bibliographies.		
Professional Entry Level		IX-4-E
Stresses with pupils the importance of acting purposefully in searching for materials. (What kinds of materials do I want? Where are the most likely places to find them?)	Submits materials. Implements for a small group in the presence of a faculty assessor.	Read and study *Writing With a Purpose*, McCrimmons, Chapter 12. Attend sessions with librarian and professor of English. Create two instructional activities to demonstrate the need and importance of acting purposefully in search of materials.
Advises pupils who are preparing a bibliography to be selective, to look for annotated bibliographies, and to study indices of books on related subjects.	Demonstrates skill during two observations conducted by the university staff.	Guide and direct pupils under the supervision of a librarian and instructor of English.
Instructs pupils in making a working bibliography (a set of cards identifying works consulted during study), and a final bibliography (a list of sources found to be most valuable and placed at the end of a paper).	Submits pupils' bibliographies that resulted from instruction.	Same as preceding.
Advanced Level		IX-4-A
Lists a developmental sequence for teaching pupils of different ages to prepare and use bibliographies.	Submits prepared list and defends sequence orally or in writing.	Read and study appropriate literature and research. Attend lectures. Prepare a list which ranks objectives and behaviors both in difficulty of performance and in motivational sequence.
Specialization Level		IX-4-S
Diagnoses the strengths and weaknesses of teachers who lack effectiveness in preparing pupils to formulate and use bibliographies.	Reports in writing diagnoses, recommendations for instructional procedures and materials, and jointly prepared lesson plans.	Observe the processes employed by a reading supervisor in changing teacher behaviors and in supporting teachers. Practice diagnosing problems.
Designs instructional activities or drills to assist pupils in formulating bibliographies.	Prepares three instructional activities or drills at one level. Reports use with pupils.	Review commercially prepared materials.

MODULE NINE (*continued*)

Competencies	Criterion Behaviors	Learning Experiences
5. **Shows competence in instructing pupils in the use of a dictionary.**		
Professional Entry Level		**IX-5-E**
Directs pupils to use guide words for speed and efficiency of word location.	Submits prepared lesson plans and assessor's report.	Read and study such references as *Reading for Today's Children*, Smith, pp. 329-335, and consult other appropriate references that are listed on p. 335. Attend lecture-demonstration. Plan lessons. Implement lesson for pupils.
Teaches pupils to use the symbol systems used in the dictionary: pronunciation key, language abbreviations, and meaning aids.	Evaluates instruction by testing pupils. Supplies test results.	Same as preceding.
Reinforces pupils who use the dictionary.	Is observed reinforcing pupils for using the dictionary during one week by a supervising teacher.	Attend a group session where reinforcement is demonstrated. Implement techniques for pupils.
Presents origin and history of words to attract pupils to the dictionary, to build vocabulary, and to get them interested in word structure and language.	Stimulates pupils' interests in the presence of a faculty assessor.	Observe demonstration teacher for techniques.
Advanced Level		**IX-5-A**
Lists a developmental sequence to teach dictionary skills beginning with kindergarten.	Submits list and defends orally or in writing.	Consult literature and research. Attend discussion sessions. Prepare a list which ranks objectives and behaviors both in difficulty of performance and in maturational sequence.
Devises a checklist or other instruments to help teachers assess pupils' skills and developments.	Leads teachers to employ a checklist or devised instrument on an experimental basis. Reports findings.	Talk with other reading consultants and university staff. Review appropriate literature. Meet with materials specialist. Devise checklist. Use with teachers.
6. Displays skill in teaching pupils to use the encyclopedia, atlas, and almanac.		
Professional Entry Level		**IX-6-E**
Teaches pupils to use an encyclopedia, an atlas, and an almanac.	Demonstrates to an assessor that pupils so instructed can locate information on different topics.	Read and study *The Teaching of Reading*, DeBoer and Dallman, pp. 204-205 and 211-226; *Reading Instruction for Today's Children*, Smith, pp. 335-337, or equivalent readings. Attend discussion sessions. Plan lessons, select instructional materials, and implement lessons for pupils.
Advanced Level		**IX-6-A**
Assesses readability of an encyclopedia, an almanac, and an atlas.	Exhibits findings in a written report.	Seek appropriate readability formulas. Use formulas on encyclopedia, atlas, and almanac.

MODULE NINE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level		**IX-6-S**
Prepares a service bulletin devoted to teaching the use of encyclopedias, atlases, and almanacs.	Submits one service bulletin.	Read service bulletins for format. Meet with university staff. Discuss development of bulletin with peers. Seek criticism from peers and university staff.
7. Demonstrates skill in guiding pupils to read and utilize maps, graphs, tables, and diagrams as aids to comprehension.		
Professional Entry Level		**IX-7-E**
Knows that map reading requires these skills: Identifying natural features Knowing technical vocabulary used for features and symbols Identifying physical and political divisions Recognizing different symbols for topography, polar regions, crops, rainfall, etc.	Demonstrates knowledge in a paper or on a test.	Read and study *Improving the Teaching of Reading*, Dechant, pp. 427-437, and others. Attend discussion group. Complete map reading exercises.
Directs pupils in learning to read maps.	Discusses pupils' success in reading maps by these methods.	Prepare lessons, select appropriate instructional materials, and implement. Include these steps: Study the title of the map Interpret each symbol (legend) Note direction on the map Analyze and apply the map scale Relate the area under study to a larger area.
Teaches pupils to read graphs.	Teaches pupils to read sectional bar, line, and circle graphs with 90 percent accuracy.	Study appropriate instructional materials. Observe demonstration teacher. Include the steps in planning lessons: Read the title to determine what the graph is about Discover what is being compared: persons, places, things Interpret the legend and meaning of the vertical and horizontal axes Identify the scale being used and what each figure represents Discover what conclusion can be drawn from the graph Practice with pupils.

MODULE NINE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Defines a table as simple listing of facts and information, and directs pupils to read tables by reading the title studying the headings identifying the details.	Presents lessons in the presence of a faculty assessor.	Complete practice exercises in reading and using tables. Observe videotape demonstration. Plan with university staff and peers. Teach pupils.
Tutors pupils in the reading of charts and diagrams.	Teaches pupils to interpret charts with 90 percent accuracy.	Observe pupils learning chart and diagram reading by constructing charts and diagrams under guidance of demonstration teacher. Attend discussion session. Prepare lessons. Implement lessons for pupils.
Advanced Level		**IX-7-A**
Lists a developmental sequence in which to teach map reading skills.	Submits a list which ranks objectives and behaviors both in difficulty of performance and in maturational sequence. Defends sequence orally or in writing.	Consult appropriate literature and research. Attend discussion sessions.
Knows a variety of meaningful activities that are helpful in teaching map reading.	Prepares a paper listing activities. Discusses the value of five of the suggestions on the basis of use with pupils.	Read *The Improving of the Teaching of Reading* by Dechant. Consult other appropriate literature. Plan with reading supervisor and university staff.
Develops a bibliography of instructional resource materials.	Submits a comprehensive bibliography.	Review literature. Prepare bibliography.
Specialization Level		**IX-7-S**
Prepares a checklist to evaluate the effectiveness, instructional level, and interest level of materials.	Submits a checklist.	Read appropriate literature. Attend discussion sessions with peers and university staff. Prepare a checklist. Use checklist. Revise.
8. Exhibits skill in teaching tthe purpose, organization, and information contained in footnotes, appendices, and glossaries.		
Professional Entry Level		**IX-8-E**
Displays knowledge of the purpose and organization of and the information contained in footnotes, appendices, and glossaries.	Completes an exam with 90 percent accuracy.	Attend lectures. Complete practice exercises.
Advanced Level		**IX-8-A**
Guides pupils in reading and using footnotes, appendices, and glossaries.	Prepares a brief instructional unit for teaching pupils to read and use footnotes, appendices, and glossaries.	Study format of an instructional unit. Plan with inservice teacher. Use with pupils. Revise.
Specialization Level		**IX-8-S**
Assists teachers in preparing an instructional unit.	Conducts a one-hour workshop on writing instructional units.	Plan with university staff and peers.

MODULE NINE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
9. Trains pupil to vary reading rate according to the purpose for reading and the difficulty of the material.		
Professional Entry Level		IX-9-E
Knows these concepts concerning speed of comprehension: Speed of comprehension is defined as speed of understanding. Rate should vary according to the purpose for reading, the difficulty of the material, and the reader's skill. Rate flexibility is the goal of speed of comprehension.	Completes an exam that measures knowledge of the concepts and skill in the applications of these concepts.	Read references. Attend demonstration and group practice sessions. Complete the *Reading Versatility Test* (Advanced) by McDonald, Zimny, and Byrne (EDL).
Directs pupils to adjust speed in reading to the purpose (the level of comprehension demanded) by teaching them to skim, to scan, and to read for study purposes.	Supplies the instructed pupils' results from the Reading Versatility Test (EDL).	
Explains that vocabulary, sentence length, and concept density are three factors that make some material more difficult to read than others.	Explains and demonstrates in a paper. or Assesses the readability of books by considering vocabulary, sentence length, and concept density.	Read and study references. Attend lecture-demonstration on determining readability.
Teaches pupils to use a slower rate with more difficult materials and a higher rate with easier materials.	Reinforces children's behavior during lessons in social studies, science, literature, and math.	Observe videotape demonstration lessons. Discuss observation with university staff and peers. Implement lesson for pupils.
Advanced Level		IX-9-A
Exhibits knowledge of current research and trends in teaching speed of comprehension.	Demonstrates in a paper. or Completes an oral or written exam.	Consult appropriate literature and research. Attend lectures.
Displays an awareness of research concerning the use of mechanical devices to teach speed of comprehension.	Demonstrates on an exam or in a paper.	Same as preceding.
Directs pupils to increase their speeds of comprehension (rate efficiency) by: Decreasing the number of fixation points per line Decreasing the length of the fixation pause Increasing eye span Reducing regressions Developing an effective return sweep Eliminating head, finger placement, and lip movements.	Submits lesson plans, instructional materials, and pupils' work papers.	Consult *How to Become a Better Reader* by Witty, Lesson 5, and other appropriate references. Attend demonstration sessions. Teach pupils.

MODULE NINE (*continued*)

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level		**IX-9-S**
Communicates research finding and current trends to teachers, administrators, and parents.	Reports on the effectiveness of the inservice session. or Prepares a service bulletin.	Observe a reading supervisor. Plan with supervisor.
Demonstrates new instructional materials to teachers and administrators.	Same as preceding.	Same as preceding.
10. Demonstrates competence in teaching pupils to utilize productive techniques for identifying and retaining significant information.		
Professional Entry Level		**IX-10-E**
Knows that the good reader comprehends the organization of what he reads; i.e., he thinks while reading and outlines the relationship between main ideas and subordinate ideas and arranges the information in logical order.	Demonstrates by outlining and arranging material from reading passages.	Attend demonstration and work sessions. Practice. Discuss exercises with peers.
Employs these activities to guide pupils to preview what they read: Retelling stories that are read Grouping series of pictures in logical or chronological sequences Grouping series of details about main ideas Developing outlines for stories with headings and subheadings Arranging records, directions, or ideas in sequential order Assembling information and arranging it into a story.	Evaluates instruction by testing pupils. Supplies test results.	Observe demonstration teacher. Review instructional materials. Plan lessons with demonstration teacher. Teach pupils.
Exhibits skill in perceiving these basic patterns of organization: time order, cause-effect, comparison-contrast, simple listing. (Maintenance or review—see Analysis of Meaning Module.)	Performs with 90 percent accuracy on an exam.	Attend lecture. Complete practice exercises. Discuss exercises with university staff and peers.
Displays competence in having pupils write summaries by: Selecting the main idea of a paragraph from four possible choices Noting how various writers introduce topics or summarize ideas Outlining graphically a paragraph on a scientific topic Summarizing a message to be sent by telegram Selecting the best summary from a series of summaries Writing headlines Writing summaries of stories read.	Submits pupils' work.	Observe videotape demonstration lessons. Attend discussion with university staff and peers. Plan lessons with reading supervisor. Teach pupils.

MODULE NINE (*continued*)

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Instructs pupils in making outlines to summarize information. (Maintenance or review—see Synthesis and Generalization Module.)	Demonstrates in planning and implementing lessons.	Observe demonstration teacher. Plan lessons. Review instructional materials. Implement lessons for pupils.
Knows that underlining techniques include: Surveying the chapter Underlining after having read a headed section Underlining main ideas, significant details, and word phrases that indicate organization.	Employs techniques by underlining one chapter.	Attend lectures on underlining. Complete practice exercises with peers.
Displays competence in directing pupils to take notes.	Directs pupils to follow criteria for good notetaking techniques. Submits pupils' notes.	Read and study *Improving the Teaching of Reading* by Dechant, pp. 416-418, and other appropriate references. Attend demonstration and practice sessions.
Teaches pupils to employ the SQ3R method of study as a means of identifying and retaining information.	Submits lesson plans. Presents lessons in the presence of a faculty assessor.	Study SQ3R method of study or equivalent. Practice using method in various content areas. Discuss techniques with peers. Teach pupils.
		IX-10-A
Advanced Level		
Lists a developmental sequence for teaching pupils to utilize productive techniques for identifying and retaining significant information.	Presents list to peers. Defends sequence orally in the presence of a faculty assessor.	Read and study appropriate literature and research. Attend lectures. Prepare list.
Reinforces pupils who employ the SQ3R method of study.	Reinforces pupils using the SQ3R method of study during an observation.	Study and practice teachniques of positive reinforcement. Work with pupils.
Seeks references which report current findings in teaching pupils to utilize productive techniques for identifying and retaining significant information.	Reports findings in a paper. or Completes an oral or written exam.	Consult appropriate references.
Has pupils apply principles they have read to aid retention.	Submits a paper discussing the retention of pupils who apply principles and those pupils who do not.	Attend group discussion. Teach two groups of pupils.
Teaches self-recitation techniques to pupils in the intermediate grades.	Presents lessons in the presence of a faculty assessor.	Read appropriate references. Observe several demonstration teachers. Plan and implement lessons for pupils.
		IX-10-B
Specialization Level		
Organizes a workshop session on teaching children to underline, take notes, outline, and summarize.	Reports on effectiveness of workshop.	Attend group discussion. Plan with university staff. Conduct a one-session workshop.
Assesses the effectiveness of an instructor's teaching underlining, notetaking, summarizing, and the SQ3R method of study.	Prepares a paper evaluating instruction in either underlining, notetaking, summarizing, or the SQ3R method of study.	Attend discussion sessions on evaluation. Work with teachers.

Continuing Assessment and Post-Assessment Procedures

Each participant should be assessed for specific competencies by the criterion behaviors or equivalents listed. Some suggested means for judging mastery of a particular competency are analyzing lesson plans for objectives, for instructional materials, for teaching techniques, and for procedures; observing the implementation of lessons; evaluating knowledge based on test results; and evaluating the achievement and performance of the participant instructed. When a particular competency has not been mastered, the assessor should diagnose the problem(s) and recommend learning experiences that would lead to mastery of that competency.

CONTRIBUTING CONSULTANTS

A. Sterl Artley, University of Missouri
Paul Berg, University of South Carolina
Carlotta Bogart, Media Learning Design, Tennessee
Mel Cebulash, Scholastic Book Service
Donald L. Cleland, University of Pittsburgh
Thomas E. Culliton, Jr., Boston University
J. Fred Gage, Falk School, University of Pittsburgh
Harold L. Herber, Syracuse University
Margaret Keyser Hill, Southern Illinois University
Richard Kemper, University of South Carolina
Marion L. McGuire, University of Rhode Island
William P. Morris, San Diego State College
Walter Pauk, Cornell University
Richard Rystrom, University of Georgia
Harry W. Sartain, University of Pittsburgh
Paul Stanton, University of Pittsburgh
Gertrude Whipple, Detroit, Michigan, public schools

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Chapter Thirteen

Developing Literary Appreciation—Young Children: Resource Module 10

DONALD E. HARTSWICK

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This resource module should be used in developing instructional modules at the professional entry and advanced levels for all teachers in the early childhood and elementary school programs. The content of competencies at these levels, as well as at the specialization level, is needed also by anybody who is progressing toward a leadership role in supervision and curriculum. Inservice education programs based on the module will be helpful to teachers of young children who have not had adequate preparation programs in college or who want to become familiar with materials and techniques that have been promulgated since their years of college study.

Introduction

The intent of this module is to develop proficiency in helping young children attain appreciation of appropriate literature as inspiration for listening and reading. The learning experiences are designed to provide teachers with a background of competencies for leading young children to:

1. Identify familiar types of stories and books.
2. Select and dramatize interesting stories.
3. Enjoy the rhythm, mood, and imagery in poems.
4. Interpret illustrations for stories in terms of personal experiences.
5. Discriminate between real and imaginary stories.

6. Share information and interesting events from stories and poems.
7. Predict outcomes of stories.
8. Create original stories and poems.
9. Participate in other experiences that contribute to total language growth and development.

Closely related to the suggested performance competencies is the reinforcement of the teacher's knowledge of children's literature and the function of such literature in the program of child development.

Preparticipation Assessment

Formal methods may be developed to pre-assess mastery of competencies. Particular techniques suitable for pre-assessment in this module might include:

1. A self-assessment checklist on attainment of competencies listed in Module Ten.
2. Written tests on children's interests and on types and qualities of literature for young children.
3. Observation of classroom performance on the development of literary appreciation.

MODULE TEN
Developing Literary Appreciation: Young Children

Competencies	Criterion Behaviors and Alternate Techniques of Assessment	Learning Experiences
1. Gives evidence of familiarity with varieties of children's literature.		
Professional Entry Level		**X-1-E**
Explains at least five different types of literature for young children: fairy tales, folk stories, fables, poetry, bible stories, and picture stories. Uses selective criteria for choosing books for young children: Opening contains quick action. Characters, setting, plots, and themes are simple and truthful (except fantasy). Dialogue tells much of the story action and characterization. Contains realistic characterization. Choice of words and expressions appeal to the fancy of young children. Has humorous appeal. Story is unique. Story progresses steadily toward climax or surprise. Story has winning moral tone.	Writes a critical analysis of five examples of the various genre of children's literature, containing the following elements: Justification for identifying selections as examples of each genre (including the selection criteria used). Determination of major plot structure and subplots or parallel plots in each selection. Judgment of the relevancy of incidents in each example to the basic plot structure and whether the incidents help the story move toward its conclusion. Identification of the climax and false climaxes in each selection. Identification of devices and mechanisms used to tell the story. Identification of the point of view from which story is told. Illustration of achievement of character development or deliverance. Determination of major theme and subthemes.	Study several of the following source books: Arbuthnot and Sutherland, *Children and Books*, 1972. Huck and Kuhn, *Children's Literature in the Elementary School*, 1968. Nelson, *A Comparative Anthology of Children's Literature*, 1972. Anderson and Groff, *A New Look at Children's Literature*, 1972. Participate in an "intermix" group study to Define the genres of literature for young children included in all sources. List ten examples of each genre in bibliographical form. Define these terms: plot, climax, characterization, theme, authenticity. Review the *School Library Journal* as a source and a selection aid: Work with a partner and discuss criteria for selecting books for children. List at least five criteria for selecting books for children.
Identifies at least ten of the authors and illustrators who made outstanding contributions to children's literature.	Provides a written report on outstanding contributions made by authors and illustrators to children's literature.	Visit a children's library. Locate background information and determine at least ten outstanding contributions to children's literature.
Identifies elements in stories and poems that interest young children.	Lists the elements in favorite stories with greatest appeal to young children. Lists the elements in favorite poems that interest young children.	Study references and share through group "intermix." Prepare a checklist. Observe children. Read several selections to children.
Advanced Level		**X-1-A**
Leads children to develop discrimination among real stories, imaginary stories, and poems.	Prepares materials for three lessons. Explains the use of varied materials in developing discrimination.	Compile a resource file. Work with children in discriminating among real stories, imaginary stories, and poems.

MODULE TEN *(continued)*

Competencies	Criterion Behaviors and Alternate Techniques of Assessment	Learning Experiences
Advanced Level (Cont.)		
Recognizes the application of common literary terms in children's literature.	Provides examples from children's literature explaining the application of common literary terms.	Visit a children's library. Locate examples of the following genres in children's literature: fable fairy tale short story (fiction) folktale limerick rhyme **X-1-S**
Specialization Level		
Advises teachers in selecting various types of literature for use with children.	Produces teacher's lists of books and selections to be used with children.	Work with teachers in classifying the literature available in their classrooms and school. Help teachers recognize the various types of literature, differences in readability, and possible uses in the language program.
Experiments to compare the effects of a structured and nonstructured literature program.	Prepares a research report. Designs charts and graphs to compare evidence.	Study research. Design an experiment. List criteria for comparing a control group with an experimental group. Conduct the experiment.
Assesses qualities of newly published literary selections.	Writes and presents a review of a newly published children's book.	Study reviews of children's books in *Elementary English* and *Reading Teacher*.
2. Inspires children to enjoy poetry.		**X-2-E**
Professional Entry Level		
Provides experiences for children to express the rhythm suggested in poems.	Demonstrates teaching technique with classmates. Presents a tape recording of two teaching experiences with a group of children.	Select rhythm poetry from references. Develop plans for using mimetic exercises with young children. Write lesson plans. Practice with colleagues.
Leads children to identify appealing euphonious words and rhythms in varieties of poems.	Plans material for three lessons. Outlines three approaches in a demonstration with classmates. Presents an analysis of skill development.	Collect a series of poems and illustrations. Observe classroom demonstration. Listen to recordings. Experiment with a group of children.
Leads children to interpret varieties of moods created by poetry selections.	Demonstrates with a group of children. Exhibits words and pictures produced by children depicting various feelings in poems.	Observe a demonstration teacher. Use anthologies and teacher's guides. Work with a group of children.
Helps children perceive and enjoy sensory imagery in poems.	Presents sensory images reflected in children's art work, tape recorded discussion, and dictated words and phrases.	Select poems suggesting the use of the five senses for meaning. Write plans for classroom practice. Practice with colleagues. Work with a group of children.

MODULE TEN *(continued)*

Competencies	Criterion Behaviors and Alternate Techniques of Assessment	Learning Experiences
Advanced Level		**X-2-A**
Demonstrates methods and materials to student teachers to stimulate the use of poetry in the language arts program.	Lists fifteen poems and explains possible uses with children in developing a sense of rhythm, awareness of euphonious sounds, feelings, and imagery. Presents three examples of classroom activities. Distributes and discusses an instructional bulletin.	Read references. Collect poems from anthologies. Examine curriculum guides. Prepare an instructional bulletin.
Leads children to compose couplets and four-line verses.	Exhibits children's poems.	Exchange ideas for motivating creative expression with teacher group.
Specialization Level		**X-2-S**
Plans curriculum in poetry for young children.	Presents a developmental program of poetry for use with young children. Leads a group of teachers to utilize a program for one semester. Describes the outcome of supervisory experience.	Study research and authoritative opinion. Collect programs for use by teachers of young children. Develop cooperative plans. Maintain records of materials, individual plans, and outcomes for teachers and children.
3. Leads children to discover enjoyable qualities in stories.		
Professional Entry Level		**X-3-E**
Leads children to anticipate enjoying stories by examining well-done illustrations.	Lists criteria for good illustrations. Exhibits several good illustrations. Conducts a miniteaching demonstration with classmates.	Begin a story collection. Classify stories according to specific features. Plan activities for use with children.
Stimulates child to enjoy behaviors of story characters with whom he can identify.	Presents plans and materials for 1) listening activities, 2) independent reading activities, and 3) story discussions for use with one group of children. Describes outcomes of a teaching experience.	Observe a demonstration teacher. Read references. Plan listening activities. Plan independent reading activities. Plan discussions of story characters. Teach one group of children for at least one week.
Provides experiences that help children preserve the plot sequence in stories.	Lists types of stories and plots selected for teaching. Presents a tape recording of children's responses to stories. Describes teaching procedures to classmates.	Visit an instructional materials center. Read examples of children's stories having defined sequences. Add to the story collection. Use favorite stories with five children.
Leads children to anticipate the climaxes in stories.	Presents orally the lesson plans. Demonstrates two lessons with a group of children.	Select stories with easily identified climactic points. Observe storytelling sessions in libraries and classrooms. Read references. Plan several lessons for a group of children.

MODULE TEN *(continued)*

Competencies	Criterion Behaviors and Alternate Techniques of Assessment	Learning Experiences
Advanced Level		X-3-A
Demonstrates additional materials and activities for motivating children's interest in stories.	Describes several successful techniques in a written report. Plans an activity booklet with objectives, directions, needed materials, and bibliographical information.	Observe demonstration teachers. Study references. Collect suggested activities and materials. Experiment with a group of children.
Sets up a classroom language arts center containing story-listening equipment and novel techniques for recording pupil reactions.	Provides a picture of the language arts center.	Visit other classrooms for ideas. Consult references.
Specialization Level		X-3-S
Compares and contrasts the research on the communication processes involved in listening and reading.	Presents a written summary of findings and implications. Summarizes findings to teachers in an instructional bulletin and faculty discussion.	Study research. Attend lectures. Prepare written report of research. Write an instructional bulletin.
Demonstrates to teachers several novel methods of leading children to enjoy good stories.	Describes a videotape demonstration. Explains materials and plans for classroom story centers.	Collect stories in books, records, films, filmstrips. Prepare plans for classroom story centers. Videotape a teaching demonstration.
4. Involves children in dramatic experiences which lead them to enjoy creating plays from stories and participating in varied dramatic activities.		
Professional Entry Level		X-4-E
Leads children in activities that suggest the use of creative body movement.	Demonstrates activity with classmates. Presents written plans and outcomes. Describes children's interpretations.	Read references on creative dramatics. Observe demonstration teachers. Collect activity suggestions, stories, and plays. Prepare a lesson plan. Conduct a class activity with children.
Leads children to identify personally in dramatic play activity.	Explains to classmates the value of dramatic play. Demonstrates dramatic play on tape with a group of children. Presents a written evaluation of planned and unplanned activities.	Observe nursery and kindergarten classrooms. List implements useful for dramatic play. Read references. Prepare written outcomes of dramatic play activity. Plan several dramatic play activities.
Provides experience for children in pantomiming story situations.	Conducts three activities with children. Reports observations. Lists collection of resource material. Presents written plans.	Read references. Select plays and stories with interesting single incidents for pantomiming. Observe demonstration teachers. Practice with classmates.
Leads children to select and dramatize stories.	Presents a written lesson plan. Demonstrates a tape recorded lesson on play reading.	Read references. List resource stories to dramatize. Work with a group of children in a play-reading activity. Tape record the children's performance.

MODULE TEN *(continued)*

Competencies	Criterion Behaviors and Alternate Techniques of Assessment	Learning Experiences
Advanced Level		**X-4-A**
Teaches children to develop creative plays as an outgrowth of literary experience and to use puppetry as a means of presentation.	Presents two creative plays developed by children. Demonstrates children's use of puppets. Outlines procedures in play development. Leads classmates in construction of puppets.	Write plans with a demonstration teacher. Prepare children with a carefully selected story or poem. Serve as a recorder for the children as the play develops. Assist the children in practicing with puppets and practicing the play. Evaluate and repeat the procedure with refinements.
Demonstrates the value of varied dramatic activities to the development of children's interests in literature.	Presents videotaped lessons. Summarizes research findings. Distributes and explains lesson plans.	Read research and authoritative opinions. Prepare lesson plans of dramatic activities: rhythmic body movements, dramatic play, pantomiming, puppetry, and shadow plays. Videotape planned experience.
Specialization Level		**X-4-S**
Conducts a workshop on the development of dramatic activities: dramatic play, creative drama, role playing, and puppetry.	Leads a panel discussion for colleagues. Presents data on achievements. Shares written bulletins and plans.	Observe classroom activities. Read references. Lead faculty workshops. Prepare instructional bulletins. Collect and summarize successes.
Conducts research to find the relationship between drama activity programs and development of children's attitudes toward literature.	Presents a written research report. Summarizes findings for colleagues. Draws inferences from findings. Lists problems for further research.	Read research. Design observation guides, assessment forms, and checklists. Randomly sample classroom teaching practices. Observe participating teachers. Prepare a research report.
5. Stimulates an understanding and enjoyment of some special literary forms: fairy tales, fables, and folk stories.		
Professional Entry Level		**X-5-E**
Leads children to reading activity through the use of fairy tales containing large type, colored illustrations, and synchronized pictures and text.	Presents sample book selections to classmates. Identifies stories used for a beginning reading activity. Displays charts and illustrative material. Demonstrates lesson plans using three classmates.	Visit a library to select books. Prepare several selections for listening activity. Prepare children to tell familiar stories. Develop experience charts with children concerning stories. Collect and label illustrations. Identify simple sight words on charts and labels. Prepare a complete lesson plan for classroom presentation.
Guides children to draw personal interpretations from moral messages contained in fables.	Demonstrates by teaching two lessons with classmates. Presents written plans. Distributes resource material to classmates.	Read anthologies. Prepare lesson plans. Practice with classmates.

MODULE TEN *(continued)*

Competencies	Criterion Behaviors and Alternate Techniques of Assessment	Learning Experiences
Professional Entry Level (Cont.)		
Teaches children to respond to the human attributes and dramatic action in folktales.	Demonstrates with a small group of children. Presents stories and taped material to classmates. Presents results of follow-up activities.	Collect resource stories. Observe demonstration teachers. Tape record stories. Plan art and dramatic follow-up activities. Work with a small group of children.
Advanced Level		**X-5-A**
Evaluates a school literature program by surveying 1) children's use of leisure time for reading books for fun and relaxation; 2) children's independent selections of books, stories, and poems; 3) children's creative expression of literary selections; and 4) amount of literary-sharing activity.	Presents written report of findings. Informs school officials of findings.	Observe classroom activities. Interview children, teachers, librarians, and principals. Design questionnaires and checklists.
Demonstrates an activity program on special literary forms for student teachers.	Shares videotapes. Presents written plans for all activities. Explains all materials.	Read references. Develop written plans. Make videotapes.
Specialization Level		**X-5-S**
Conducts inservice activities to help teachers in the development of units which integrate literature in the language arts activities.	Presents written inservice plans. Evaluates successes.	Establish working relationship with a principal and faculty. Examine present program. Plan inservice activities. Develop curriculum guide. Collect resource books and materials.
Assists teachers with evaluation of literature programs.	See foregoing Advanced Level.	See foregoing Advanced Level.
6. Explains the functions of literature in the school program.		
Professional Entry Level		**X-6-E**
Distinguishes difference between developmental reading level and interest level.	Presents a written summary showing the differences in classroom activities aimed toward achieving increased interest and reading levels.	Read "Developmental, Interest, and Reading Levels," by Sebesta. *Evaluating Books for Children and Young People*, IRA Perspectives in Reading No. 10, 1968, 16-26.
Prepares a list showing the variations in interest among ten students.	Records and reports the variation among ten children.	Check comprehension and preferences in reading among ten students. Determine methods of finding interest level by searching the literature.
Advanced Level		**X-6-A**
Compares interests of children with different intellectual levels.	Lists the book selections of four slow and four bright children and draws inferences which might be useful in planning classroom activities.	Read and summarize at least two research reports on interests of slow and bright children. Observe book selections of four slow and four bright children of same age. Observe children.

MODULE TEN *(continued)*

Competencies	Criterion Behaviors and Alternate Techniques of Assessment	Learning Experiences
Advanced Level (Cont.)		
Compares present-day teaching of literature with the historical role of literature in the curriculum for young children.	Presents a report summarizing authoritative opinion on the function of literature in the curriculum for the young child. Completes standard observation forms and writes reports of classroom visitations in which teaching literature to preschool and first grade groups was observed.	Study references and prepare and present a report summarizing authoritative opinion on the use of didacticism, stereotyped plots and characters, fantasy, and realism. Make two classroom visitations in which the teaching of literature may be observed: one visit at the nursery or kindergarten level and one at the first grade level. Contact the school Arrange for visits: communicate your purposes, obtain teacher's commitment to time, levels of students, objectives, materials, procedures. Other concerns: feedback to teachers, completing visitation form.
Arranges a classroom library to provide a balanced selection of children's literature.	Prepares a room plan and a list of titles that shows an appealing classroom library, including samples of old and new books, fiction and nonfiction, prose and poetry, at different readability levels.	Use source and selection aids and anthologies to develop a list of desirable books for a classroom library collection. Review multimedia materials appropriate for young children. For example, see trade catalogs and multimedia resource files.
Provides activities related to literary selections that promote vocabulary growth.	Writes four examples of activities which provide for vocabulary growth. Lists ten poems and explains the use of each in providing for vocabulary growth.	Study packaged literary materials for suggestions. Meet with librarians and reading specialists. Lecture. Prepare an instructional bulletin.
Specialization Level		**X-6-8**
Conducts faculty workshop on bibliotherapy, or prepares bulletin on bibliotherapy.	Describes problems, book selection, process, methods, and evaluation of bibliotherapy with two children. Presents bulletin.	Match books with two pupils in an attempt to begin process of problem awareness and perception.
Seeks improved ways to determine children's literary interests.	Leads discussion with colleagues and librarians in the study of ways to determine children's literary interests.	Review research. Plan for assessment of children's interests as suggested by references. Discuss with other colleagues for evaluation.
Identifies improved methods of extending children's literary interests.	Report to colleagues the results of attempts to extend literary interests with one group.	Construct and implement plans for a group of five to ten students in one class, aimed toward extending literary interests.

MODULE TEN *(continued)*

Competencies	Criterion Behaviors and Alternate Techniques of Assessment	Learning Experiences
7. Assesses and records the development of literary interest.		
Professional Entry Level		X-7-E
Administers a simple interest inventory.	Presents results of the inventory made by Paul Witty. Adapts material to new media and environmental situations.	Study research on children's literary interests, especially: Paul Witty, Elementary English, and Reading Teacher.
Develops a system for students' use in keeping records of personal reading.	Offers a personal reading-record form.	Collect various record-keeping systems used by teachers for evaluating pupils' reading. Design a personal reading record that classifies reading selections and motivates for reading many types of literature.
Recognizes creative abilities of children in reporting personal literary choices.	Presents a collection of photographs with five different ways of recognizing pupils' personal tastes in literature. Complete one activity with a partner.	Study references. Discuss with librarians, art teachers, and music teachers. Visit schools.
Advanced Level		X-7-A
Demonstrates a knowledge of research on literary interests.	Presents a summary of research on literary interests of children; includes age, sex, and developmental factors.	Study recent research. Determine different literary interests among boys and girls. Isolate common elements of interest in stories and poems.
Uses literature as a medium for reinforcement of communication skills.	Presents plans to utilize literature for reinforcement of skills in listening, speaking, writing, and reading.	Examine literature to determine the degree to which a particular skill can be more effectively reinforced with a literary selection.
Specialization Level		X-7-S
Assists teacher-education students in the accomplishment of practical experiences listed in the professional entry level.	Summarizes the levels of attainment for three teacher-education students. Evaluates the degree to which plans accomplish desirable pupil outcomes.	Contact three teacher-education students and assist them in reaching the level of competency specified under the professional entry level. Require school visitations and community surveys. Obtain various literature curricula and examine them.
Evaluates school programs in developing greater literary interests.	Reports findings. Recommends possible ways of improvement.	Observation. Study research and authoritative opinion. Interview.
Demonstrates integration of the literature program into the total language arts program.	Tapes three lessons for teacher use. Shares information from references in a written summary.	Study references. Practice with peers. Classroom observation.

Continuing Assessment

The following techniques are recommended for assessing professional competency growth according to the specific criterion behaviors listed in the module.

1. Observation of performance: including the implementation of planned lessons, contributions to class discussion, participation in committee functions, and attainment leading to pupil growth.
2. Tests and quizzes: optional tests and quizzes on literary knowledge or behavioral characteristics of young children in lieu of specified criterion behaviors.
3. Analyses of preparations: including lesson planning, development of reports, review of relevant research, interpersonal skills, and preparation of original material.

CONTRIBUTING CONSULTANTS

Mary Austin, University of Hawaii
Mary Ellen Batinich, Illinois Reading Council, IRA
Patrick Groff, San Diego State College
Helen Painter, Kent State University
Harry Sartain, University of Pittsburgh
Elaine Wolfe, University of Northern Colorado

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Chapter Fourteen

Developing Literary Appreciation—Young Adults: Resource Module 12

MILDRED KUNTZ

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Editorial contributions by Betty Horodezky

It is recommended that this module be used in planning instructional modules at both the undergraduate and graduate levels for secondary teachers of reading and English. Persons preparing to become reading specialists, who will work with teachers at a range of school levels, should attain the competencies recommended at the professional entry, advanced, and specialization stages. Inservice education programs based on this module should be particularly valuable in helping young people develop positive attitudes toward literature instead of the negative attitudes that have been too common in the past.

Introduction

The development of literary appreciation has been a less-than-successful endeavor of the American school system. The apparent inability of the schools to produce a nation of readers has been sharply criticized by professionals and laymen. Confusion about methods has contributed to failure, and increasing failure has, in turn, provided greater confusion. It seems rather obvious that the development of literary appreciation is a universal goal, but we do not have any clear-cut ideas about the best way to accomplish such a goal.

The major cause of the problem is that literature has substantive content and quality. Traditionally, the teaching of literature has focused primarily on analysis and understanding of the literary selections themselves. Because these works exist as entities with intrinsic merits, the assumption has been made that exposure and analysis in professional terms promote literary appreciation and desire for continued reading. Reality does not bear this out.

Appreciation of literature develops on a continuum from the earliest language experiences of the child. Just as we strive for competency in word attack, literal comprehension, and oral reading in the early years of school, we must strive with equal fervor for competency in enjoying style, plot, characterization, language—all the elements of literature—very early in the school years. As the student matures, the literature appropriate for his abilities and interests will present other kinds of reading problems. These, too, must be dealt with so that the student can achieve the reading maturity to appreciate and enjoy the fine literature of the world.

This module on the development of literary appreciation for young adults has been organized from a reading teacher's point of view but with the purpose of being used in the English classroom. The dual emphases of development of skills and of enhancement of creative responses demand a thorough understanding of literature, as well as of young adults, by the teacher.

Teaching techniques cannot be separated from the selection of materials. The question of literary selections for young adults has been under considerable examination of late. The philosophy inherent in this module concurs with a recent statement by the Pennsylvania College English Association:

> . . . Milton, for example, is one of our greatest writers, but we feel that it is possible to live something like a good life without having read Milton. A good life which does not involve literature in any form, is, however, more difficult to imagine. In the long run, it is better, we feel, for a student to leave high school desirous of reading more literature, a desire which would eventually lead him to Milton, than to have struggled through some snippets of *Paradise Lost* and to have come to hate "English."[1]

The abundance of worthwhile junior fiction with great relevance for present-day students has provided reading teachers with excellent transitional materials which can not only lead students to read but can lead them to read mature literature. For some students, junior fiction may be terminal materials in reading. But this outcome is not important since a well-read *National Velvet* is better than a "pale perusal of *A Tale of Two Cities*."[2]

When planning strategies for teaching, the teacher would be well advised to consider Burton's major categories of students' problems in the reading of literature: ". . . imaginative entry into the work, and judgment of the author's skill in this medium."[3] Embracing both the cognitive and affective domains in reading, they provide a convenient testing ground. Implementation of teaching techniques must be handled cautiously, for all the planning, individualizing, and good will can be undone by injudicious questioning and thoughtless evaluation. Questioning is a valuable tool for stimulating response as well as for diagnosis and evaluation, but it can be a destructive weapon as well. In addition, an understanding of the effect of questioning and evaluation necessitates a thorough and thoughtful appraisal for the reason assessed by Berg:

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[1] Pennsylvania College English Association Newsletter (mimeographed), 1972.

[2] Louise Rosenblatt, "Literature: The Reader's Role," *English Journal* XLIX (May 1960), pp. 304-310, 315.

[3] Dwight L. Burton, *Literature Study in the High Schools.* (New York: Holt, Rinehart, and Winston, 1967), pp. 144-147.

> Studies in educational psychology indicate that students learn in the manner of their evaluation and not in the manner of their instruction. That is, a teacher may concern himself with teaching literature in a way calculated to produce a variety of changes in the student. . . . But contrary to all our labors, students do not learn these habits of attitude through reading if evaluation is dominated by factual questions only. Neither will deeper insights into the literature itself be produced if evaluation does not require the student to examine the insights he has gained through reading. It is the student's own insight, after all, that is the important thing. Although detail and structure are important, the internalized meaning is the thing we want to have happen.[4]

By their very nature, modules are skeletal and behaviorally oriented. Perhaps this is as it should be; for in teaching, as in life, we are what we are, not by our words but by our acts.

Preparticipation Assessment

The pre-assessment for this module on teaching literary appreciation to young adults will consist of: 1) a competency-based checklist to be administered to students at all levels upon entrance into the program. This list will cover the principles, procedures, and methods for teaching Resource Module Twelve; 2) an objective examination to determine the student's familiarity with representative selections of literary works; and 3) an interview with the instructor to determine specific placement.

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[4] Paul Berg, "Reading in Literature—A Lively Art," *Reading and Inquiry*, Proceedings of the Annual Convention. (Newark, Delaware: International Reading Association, 1965), p. 105.

MODULE TWELVE

DEVELOPING LITERARY APPRECIATION: YOUNG ADULTS

Competencies	Criterion Behaviors	Learning Experiences
1. Understands the concerns and drives of the young adult and the literary selections with which the young adult can identify.		
Professional Entry Level		**XII-1-E**
Summarizes social and biological concerns of students, ages 13-18.	Demonstrates competency in essay examination.	Read references. Attend lectures by experts in field. Interview several students to learn current concerns.
Identifies community and world problems and pressures which strongly influence current thinking of youth.	Presents three examples for class discussion.	Study references. Participate in *buzz* session. Interview students.
Demonstrates familiarity with literary selections with which youths can identify.	Describes six examples of junior and adult fiction to class.	Study references on junior and adult fiction. Prepare resource file.
Advanced Level		**XII-1-A**
Identifies reading level of literary selections.	Presents to class readability studies on three selections: one junior novel, one classic, and one current biography.	Analyze and evaluate readability formulas. Practice with several literary selections.
Recommends reading for atypical students with Narrow interests Limited reading ability Poor attitudes toward reading Sophisticated reading abilities Different cultural backgrounds	Submits resource file for each category. Describes three examples in each category for class.	Consult references and reviews in current periodicals and professional journals. Review bibliographies. Begin resource file.
Plans activities that are motivational for young adults: Book fairs on specific topics, i.e., ecology, personalities, current social problems, ethnic groups, careers.	Presents brief proposal for book fair and lists five books for each topic.	Study references and reviews in current periodicals and professional journals. Consult with experts including librarians, counselors, or other faculty members.
Dramatic presentation of selections by students.	Demonstrates through participation with colleagues in three selected episodes.	Practice with colleagues.
Specialization Level		**XII-1-S**
Leads faculty in studying students' values and habits.	Describes findings with examples at inservice meeting.	Survey slang expressions and musical preferences of young adults.
Leads faculty in examining student reactions to literary selections and learning experiences.	Presents checklist. Demonstrates use of checklist for classroom teacher.	Compile and report data. Prepare checklist with committee.
Selects, with librarian's help, up-to-date literary materials including recordings and tapes.	Describes examples of new materials to faculty.	Prepare requisition. Study publishers' catalogues and professional library literature. Consult with librarian.
Plans workshop with faculty on motivational activities for young adults: Film festivals Book fairs Multimedia techniques Informal lectures by writers Field trips	Outlines plans for proposed workshop or writes brief description of successful workshop.	Consult with faculty. Study references on suggested activities. Consult with writers and with other community resource people.

MODULE TWELVE (*continued*)

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
Demonstrates familiarity with current teaching trends in relation to sociopsychological theories concerning: Improvement of self-image for black students and other ethnic groups. Appreciation of cultural heritage of other groups. Role of literature in the development of culture. Deepening understanding of human problems through literature.	Cites articles and research on interdisciplinary approaches to teaching literary appreciation. Submits a minibibliography on cultural heritages of people in local community.	Study references. Consult with experts. Prepare models of instructional materials.
2. Inspires young adults to read and enjoy fiction.		
Professional Entry Level		**XII-2-E**
Demonstrates familiarity with a variety of fictional selections: novel and short story.	Submits annotated bibliography, citing approximate reading level of each work.	Study references and reviews. Attend lectures. Compile bibliography.
Understands that the junior novel is transitional in developing reading maturity from children's literature to adult fiction: Identifies elements of interest in junior novels for young adults. Identifies elements of literary style in junior novels of literary merit. Well-conceived plots. Character development. Rudimentary symbolism. Authentic settings and details.	Demonstrates competency on written examination. Reviews and discusses two junior novels.	Study references and reviews. Read and analyze junior novels.
Understands levels of reading comprehension tasks (adapted from Barrett's Taxonomy)*: Literal comprehension as the reading of information directly stated Reorganization of the material for analysis, synthesis, and summary	Analyzes short story in terms of levels of comprehension in written report or examination.	Read reference on comprehension. Study selected works.
Inferential comprehension as information not expressly stated but gained through symbolism, detail, setting, and figurative language	Analyzes short story or novel in terms of comprehension tasks in written report or examination.	Read references on comprehension. Read selected short stories or novels.

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* Thomas C. Barrett, "Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension" in Theodore Clymer, "What is Reading? Some Current Concepts," *Innovation and Change in Reading*, Sixty-Seventh Yearbook of the National Society for the Study of Education Part II. Chicago: University of Chicago Press, 1968.

MODULE TWELVE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Evaluation of reading with respect to accuracy, credibility, and probability in relation to style		
Appreciation as response to theme, plot, characterization, and language		
Understands problems inherent in the reading and enjoyment of fiction: Differentiates between major modes of fiction: realism, romance, tragedy, and irony.	Writes brief description of elements of mode with several examples of appropriate fiction for young adults.	Study references and reviews. Study selected novels and short stories.
Leads students to understand how mode provides framework for author's selection of point of view, plot, characterizations, symbolism, use of details, and language.	Leads small group discussion of interrelationship of mode with other basic elements.	Study literary selections and references. Participate in small group discussion.
Encourages students to enjoy and appraise development of characterization through overt and covert communication, reactions of other characters, description of events in text, inferential details, and comparison with people in students' experiences.	Analyzes two short stories demonstrating understanding of characterizations in relation to plot development and theme.	Study references and literary selections.
	Demonstrates understanding of characterizations through role-playing activities; evaluates interpretations with classmates.	Participate in role-playing and evaluating session.
Helps students differentiate between theme and plot.	Presents lesson plan for microteaching lesson.	Prepare lesson. Read references.
Guides students in evaluating plot through discrimination between systematic and contrived plot construction, and credibility and probability in relation to mode	Compares two short stories exemplifying excellent and poor plot construction for class discussion.	Read short stories. Participate in class discussion.
Helps students understand how symbolism contributes to plot, characters, and theme development.	Presents examples of symbolism from one junior novel and adult fiction and shares with class.	Study novels. Participate in class discussion.
Enables students to comprehend sentences containing disruption of normal syntax, interrupters, and ellipsis	Presents examples in two selections of sentences containing possible reading difficulties for students and plan for clarifying selected sentences.	Study sentence construction. Prepare transparencies. Prepare plan.
Aids students in the use of contextual clues in interpreting dialect and nonstandard English, figurative language, archaic language, and foreign words and phrases.	Presents selected samples. Demonstrates competency in simulated lesson with colleagues.	Study literary selection. Participate in simulated lesson. Prepare transparency.

MODULE TWELVE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Helps student discover universality of theme for different times and peoples.	Presents microteaching lesson on tape for demonstration.	Study literary selections. Prepare lesson.
Stimulates students to engage in divergent thinking and creative reading through skillful questioning techniques: Understands that questions stimulate level of reading comprehension desired. Distinguishes between narrow, convergent questions and broad, convergent questions. Identifies divergent questions and their relationship to literary appreciation. Applies knowledge of questioning techniques to discussions of literary selections.	Submits outlines of three lessons with specific emphases on different levels of questioning with three examples of questions at each level. Demonstrates competency with five students or colleagues. Submits sets of questions for class evaluation.	Study references on questioning and convergent and divergent thinking. Practice with students or colleagues. Analyze student textbooks as to type of question and implication for levels of reading and thinking processes. Prepare sets of questions.
Encourages maximum student participation through effective use of: Small group discussions Role playing Dramatizations	Demonstrates competency with small group of students or colleagues in microteaching lesson.	Practice with colleagues or students. Read specified references.
Advanced Levels		XII-2-A
Understands factors involved in the manipulation of point of view by author through use of such techniques as: First person perspective Narrator perspective Omniscient perspective	Tapes two lessons with students, or submits brief summary of students' responses and reactions.	Study selections. Participate in class discussion. Practice with students.
Leads students to evaluate characterization with respect to: Compatibility with real life experiences Consistency of action Prediction of behavior Credibility in terms of mode	Demonstrates with colleagues, or tapes lesson with students.	Study literary selections and reviews.
Aids students in the enjoyment and understanding of figurative language through: Text Lyrics of popular music Advertising Graphic displays Original expressions of figurative language	Presents six examples from popular music, examples of graphic displays, and advertising text.	Observe and record widespread use of figurative language. Practice with students.
Encourages students to find and compare examples of symbolism in popular music with symbolism in literature.	Submits a list of suggestions for two lessons.	Study popular music.

MODULE TWELVE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Stimulates students to compose creative and/or critical responses to literature.	Presents three examples of student compositions, or writes brief summary of student responses.	Practice with students.
Leads students to appreciate literary selections through a variety of interpretations to promote:	Cites two examples of discrepant opinions in literary criticism.	Study reviews in periodicals and professional journals. Practice with students.
Understanding of the divergent reactions to literary works	Submits two examples of students' responses.	
Individualization of response by students	Submits short paper.	
Enriches student response to fiction through other media such as: Film Dramatic presentations Graphics Puppetry Music Costume and scene design	Demonstrates uses of three media. Submits outline for bulletin on media uses.	Study commercial materials. Read professional journals.
Encourages students to compare films with original literary selections.	Writes brief reviews of two films, citing specific points which could be used for comparison and contrast.	Study literary selection. View film. Read reviews.
Specialization Level		**XII-2-S**
Demonstrates familiarity with research on relationships of questioning to level of reading comprehension and to level of divergent thinking.	Reports on workshop evaluations. Submits findings on paper.	Conduct inservice workshop. Study research.
Acts as consultant for teacher who desires to improve questioning techniques.	Records supervisory conferences with teacher.	Study research. Consult with teacher.
Demonstrates application of taxonomy to enhance level of comprehension and response.	Outlines materials for two faculty meetings.	Study of Bloom, Krathwohl, and Barrett taxonomies. Plan with faculty.
Assists teacher in devising strategies for enriching experiences for students in literary appreciation.	Reports on inservice session.	Study new materials and pertinent reviews. Discuss ideas with colleagues and faculty members.
Coordinates inservice workshop for faculty dealing with techniques of multimedia responses to literature.	Demonstrates several techniques, or reports on interviews with consultants of various media.	Study references on multimedia. Confer with consultants. Plan workshop.
5. **Leads young adults to read and enjoy biography and autobiography.**		
Professional Entry Level		**XII-3-E**
Demonstrates familiarity with a variety of biographical and autobiographical selections of interest to young adults.	Presents annotated bibliography with readability level for selections.	Study references and reviews. Prepare bibliography.

MODULE TWELVE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Guides students in investigating authenticity of information.	Describes use of checklist to class; presents three examples of biased information. Provides pages for a personal resource notebook on techniques and devices for involving students in reading and checking authenticity of biography.	Prepare checklist of evaluative criteria. Prepare transparencies.
Advanced Level		**XII-3-A**
Involves students in noting development of character traits, interests, and attitudes in selections.	Shares lesson plan.	Prepare lesson. Practice with students.
Helps students identify literary devices used to add interest and establish reality: Simulated conversation Vivid, authentic descriptions of contemporary scenes Descriptions of subject by contemporaries Correspondence News accounts	Demonstrates through sample lesson with small group of students or colleagues.	Prepares to teach small group of students or colleagues. Prepare transparencies or descriptions of selected items.
Motivates students to read autobiography and biography in relevant content fields to promote: Improvement of self-image Appreciation of contributions to minority and ethnic groups Extension of factual knowledge	Reports on a series of activities including book fairs for special holidays, graphic displays, dramatizations, video tapes, and films created by students.	Prepare annotated bibliography. Plan activities with students. Consult with faculty in content areas. Compile resource file.
Specialization Level		**XII-3-S**
Provides for intervisitations among teachers to share information on activities for various cultural group book fairs.	Writes proposal or describes successful intervisitation program for inservice faculty meeting.	Consult with teachers and community experts.
4. Encourages young adults to read and enjoy drama.		
Professional Entry Level		**XII-4-E**
Demonstrates familiarity with different types of dramatic selections including: Tragedy Comedy Satire Farce	Shares bibliography of one-act and full-length plays of interest and within reading abilities of young adults.	Prepare annotated bibliography. Consult anthologies and professional literature.
Guides students in identification of basic dramatic elements: Structure of plot Theme development Function of protagonist, antagonist, and other characters	Shows competency on written examination.	Study references.

MODULE TWELVE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Leads students to understand relationship of mode to plot, dialogue, characterization, costume design, scenery, stage effects.	Videotapes a microteaching lesson of a one-act play expressly selected to illustrate interrelationship of basic dramatic elements.	Study references. Practice with students. Prepare lesson. Learn use of videotape.
Leads students to interpret characterization through: Dialogue and mannerisms Action of the plot Reactions of characters	Acts as director for selected scenes with colleagues or students. Presents tape recording of discussion and dramatization.	Study play. Confer with students or colleagues. Prepare tape.
Aids students in interpreting stage directions.	Leads microteaching lesson with colleagues or students.	Study stage directions. Prepare lesson. Practice with students or colleagues.
Inspires students to develop oral reading skill for effective classroom dramatizations.	Reports on microteaching lesson, using tapes of student reading, or simulates lesson with class.	Add to resource file. Review audio-visual material. Study references.
Advanced Level		**XII-4-A**
Leads students to develop criteria for evaluating films and television productions through: Plot construction Characterization Relationship of photography and music to plot and theme Other appropriate dramatic elements	Writes brief evaluation of two films or television productions. Leads discussion group on two viewing assignments.	Study film and television productions. Read reviews. Prepare evaluation. Participate in discussion.
Encourages students to discover universality of theme for different times and peoples.	Submits modern life situation and finds parallel experiences in two plays, spanning time and place.	Read specified plays. Prepare oral or written presentation.
Encourages students to write their own reviews for class use or school newspaper.	Presents two samples of students' critical reviews.	Practice with students. Evaluate student reviews.
Helps students interpret drama of the past with reference to: Historical events in the play Customs and mores of the times Language Forms of entertainment.	Writes brief report on suitable play citing examples of contemporary influences. Shares findings with class, using transparencies, charts, and illustrations.	Review history of drama. Study plays. Prepare instructional materials.
Aids students in developing their own creative abilities through a variety of activities, such as: Writing original plays Adapting stories, novels, and ballads into dramatic form Creating parodies of selected scenes Updating plays into contemporary language, events Designing costumes, sets, special effects Designing graphics illustrating theme or plot Composing music	Shares bulletin on creative student activities with colleagues.	Read references on dramatization, multimedia techniques, and creative activities. Prepare bulletin.

MODULE TWELVE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level		XII-4-S
Keeps abreast of current theatrical trends and transmits to faculty.	Shares findings with teachers at inservice meeting.	Study reviews. Attend plays and lectures. Evaluate recordings.
Plans inservice workshop for teachers interested in use of multimedia techniques in classroom use of drama.	Presents bulletin on multimedia techniques for classroom use.	Study references. Consult with experts. Prepare bulletin.
Aids teachers receiving new literary materials to analyze problems and discuss interesting creative approaches for study of drama.	Leads panel discussion of faculty members.	Study new materials and reviews in current periodicals and professional journals.
5. Inspires young adults to read and enjoy poetry.		
Professional Entry Level		XII-5-E
Involves students in enjoying and appreciating poetry through a variety of activities including: Listening to records Student presentations Dramatizations Musical adaptations Original compositions Perception enrichment activities	Demonstrates three activities for class. Submits two lessons involving two activities.	Study poems and recordings. Study student presentations. Prepare lessons.
Demonstrates familiarity with a variety of poetry selections for young adults including: Ballads Lyric Poems Narrative Poetry Haiku	Submits annotated bibliography of poetry selections for the interests and reading abilities of young adults.	Study poems and references on the teaching of poetry. Participate in class discussion.
Identifies nomenclature used in the discussion of poetry: Imagery Symbolism Meter Metaphor Smile Personification Allusion Hyperbole Ellipsis Onomatopoeia	Identifies terms on written examination.	Study of poems and references on poetry.
Understands problems inherent in reading and enjoyment of poetry: Comprehension of main idea Appreciation of theme Use of figurative language Inverted sentence structure Ellipsis Extended modifiers Punctuation Rhythm Dialect Symbolism	Performs on written examination. Provides a resource file or notebook pages on techniques for presentation and involvement.	Study references and poems.

MODULE TWELVE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Involves students in developing heightened awareness of figurative language in commonplace experiences, such as: Names of consumer goods, i.e.—cosmetics, automobiles, and household items Advertising Titles of songs, books, films Slogans	Produces list of ten examples of figurative language found in life experiences for class discussion.	Observe and record advertising, labels, titles, and slogans.
Leads students to discover universality of theme for different times and cultures.	Selects three examples of modern life situations and finds parallel emotional reactions in classical poetry.	Study of poems. Participate in buzz session.
Demonstrates effective use of oral reading to: Arouse interest and emotional reaction to the poem by students Heighten appreciation of rhythm, rhyme, imagery, mood Encourage appreciation and understanding of dialect, inflection, and nonstandard English Clarify sentence structure and punctuation	Presents several short poetry selections to class, using poems which contain specific examples of areas enhanced by oral reading.	Read poems. Practice oral reading. Participate in class discussion.
Demonstrates familiarity with recordings and films of poetry readings.	Submits resource file. Evaluates selected recordings etc. in writing.	Study recordings and films. Read professional journals. Add to resource file.
Advanced Level		**XII-5-A**
Introduces students to ballads and lyrics which have been set to music.	Selects materials for two lessons, or presents tape of student's work.	Study of poems and music. Prepare lesson or tape.
Encourages students to appreciate role of poetry in the development of cultural processes through: Epic poetry in the development of nationalism Ballads in transmission of news Parts of the Bible (i.e. Prophets, Psalms, Ecclesiastes) as vehicles for development of ethical and moral beliefs "Ethnic" folk ballads "Pop" and rock ballads	Shares findings with class.	Study specified kinds of poetry. Read references. Participate in class discussion.
Heightens student's awareness of the creative process through: Composition of original poetry Appreciation of the approach of the poet's skills in seeing unique relationships; use of words, rhythm,	Records several lessons with students or simulated lessons with colleagues. Shares information on the creative process.	Study poems and references. Practice with students. Read on creative process of writers and poets.

MODULE TWELVE *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
rhyme and symbolism; and reactions to ideas, events, and people in a unique manner		
Adaptation of prose into poetry where appropriate Composition of lyrics	Presents several examples of student's work.	Practice with students.
Specialization Level		**XII-5-S**
Acts as consultant for teacher who desires to improve his oral reading.	Records supervisory conference with teacher. Presents checklist of effective techniques.	Study and evaluate tapes of effective oral reading. Develop criteria and checklist.
Coordinates work of committees which survey current poetry production.	Writes brief summary of work with committee. Shares list of current, appropriate poetry with teachers.	Study current poetry. Consult with faculty committee.
Helps teachers, parents, and students coordinate culture fairs using poetry of varying cultural origins with use of multimedia aids and costumes.	Submits proposal or brief report for culture fair.	Coordinates program with teachers, parents, and students.
Coordinates intervisitations among teachers and students to other communities to encourage appreciation of poetry of diverse ethnic groups.	Submits brief proposal of activity, or reports on successful intervisitation.	Consult with teachers and students. Consult with teachers and students from other communities.
Leads experimentation in determining effective techniques for involving students with poetry and for motivating poetry writing.	Presents findings in writing.	Obtain volunteer teachers to try out two contrasting approaches to developing poetry appreciation. Prepare checklist for student use in self-assessment of poetry enjoyment.

Continuing Assessment

The continuing assessment should include the following or an alternative chosen by the instructor:

1. Three major objective examinations covering the cognitive competencies in the areas of fiction, drama, poetry, and biographical and autobiographical writing as they occur in resource Module Twelve.
2. An essay examination on "Concerns and Drives of Young Adults" as dealt with in competency one.
3. Assessment in terms of adequacy of resource file, bibliographies, and written assignments suggested in Module Twelve.
4. Evaluation of effective class participation through demonstration and discussion.

CONTRIBUTING CONSULTANTS

Ruth Kearney Carlson, California State College at Hayward
Donald L. Cleland, University of Pittsburgh
Betty Horodczky, Nova Scotia Summer School for Teachers
Harry B. Miller, Memphis State University
Joseph S. Nemeth, Bowling Green State University
Harry W. Sartain, University of Pittsburgh
Ruth A. Walker, Bowling Green State University

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Chapter Fifteen

Diagnostic Evaluation of Reading Progress: Resource Module 13

JOSEPH MALAK

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If teaching is going to make substantial progress in qualifying for recognition as a real profession, it is essential that this resource module be strongly emphasized in the preparation of instructional modules at the professional entry level for all reading teachers in early childhood, in elementary schools, in middle schools, and in secondary schools. Obviously this preparation must continue in instructional modules at advanced and specialization levels for potential master teachers and consultants. Likewise, there is a crying need for inservice education modules based upon this resource module because, in surveys of supervisory practices, most teachers have indicated that their first choice for consultive assistance would be techniques for coping with the problems of individual children.

Preparticipation Assessment Procedures

The following procedures for pre-assessment are recommended to determine a participant's level of competency before he enters this module:

a. Self-assessment; i.e., he evaluates his competencies in relation to those listed.
b. Shared assessment between advisor and advisee; i.e., the advisee compares his assessment of competencies with his advisor's and they reality test the conflicts.
c. Brief written or oral examination (especially in the cognitive areas).
d. Demonstration of criterion behaviors.
e. Approval by a competent faculty member or a competent school administrator based on knowledge of the participant's past experiences.

If this assessment reveals that a student already has mastered a competency included in the module, he should be required to do the task only as a maintenance or review procedure.

MODULE THIRTEEN
DIAGNOSTIC EVALUATION OF READING PROGRESS

Competencies	Criterion Behaviors	Learning Experiences
1. Determines the appropriate level of developmental reading instruction for individual pupils.		
Professional Entry Level		**XIII-1-E**
Administers, scores, and interprets a standard test that indicates instructional level.	Administers test to pupils in the presence of a faculty assessor. Submits pupils' answer sheets with scores. Interprets results orally or in writing.	Study manual of the *Spache Diagnostic Scales* or other equivalent tests. Observe administration, scoring, and interpretation. Practice administering to peers and pupils. Attend sessions on interpretation.
Recognizes that the independent reading level is lower than the instructional level and assigns reading tasks accordingly. Recognizes that the frustration level is higher than the instructional level.	Explains the concepts. Determines three levels for three pupils.	Assign pupils reading material at and below achievement test score levels to observe degrees of fluency. Study professional references. Discuss with group.
Reassesses pupil's instructional placement.	Reports the results of retesting a small group. Recommends changes in skills or general level of instruction.	Teach small group. Note changes and retest to determine pupils' instructional placement.
Advanced Level		**XIII-1-A**
Classifies pupils approximately by using a group reading inventory in each field of study.	Administers inventory to a group of pupils in the presence of a faculty assessor. Submits the results in writing.	Study references. Prepare an inventory in each field of study. Discuss inventory with peer and university faculty.
Specialization Level		**XIII-1-S**
Demonstrates individual test and inventory techniques for other teachers.	Submits evaluation forms of teachers' responses. or Demonstrates competently before professor and peers.	Select appropriate test and techniques to present to a group. Practice with colleagues. Review references and manual.
2. Estimates each pupil's potential reading achievement level.		
Professional Entry Level		**XIII-2-E**
Administers and scores group intelligence tests which correlate closely with individual tests. Refers individuals for individual testing.	Administers test to pupils in the presence of an assessor. Submits a report identifying pupils whose results were inaccurate and states reasons.	Read references. Study either Lorge-Thornike, Pintner Cunningham, or similar tests. Observe videotape on test administration. Attend group session on scoring techniques.
Computes a reading expectancy level from CA and IQ.	Uses one of several techniques to estimate expectancies for pupils.	Study Harris or Bond formulas. Attend lecture. Compute REL for stimulated pupil population using several methods.
Advanced Level		**XIII-2-A**
Explains how invalid expectancy estimates are obtained from most group tests.	Presents explanation orally or in writing.	Study references. Attend demonstration of formulating expectancy estimates from group tests. Observe pupils on whom estimates are made.

MODULE THIRTEEN (*continued*)

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Administers, scores, and interprets a short form of an individual intelligence test.	Administers test to a pupil in the presence of an assessor or tapes administration. Submits the results.	Observe videotapes of administration of the *Slosson Intelligence Test* or equivalent. Study manual. Practice by administering and scoring test with peers.
Adjusts expectancy levels in view of pupils' backgrounds and emotional development.	Presents case study to peers and faculty assessor.	Read case studies. Observe a case study conference. Write a case study.
Specialization Level		**XIII-2-S**
Administers, scores, and interprets Stanford-Binet and Wechsler individual intelligence tests.	Administers tests to pupils in the presence of a faculty assessor. Submits pupils' answer sheets with scores.	Study manuals. Complete list. Observe videotapes of administration of each test. Administer, score, and interpret.
Studies research on expectancy formulas and seeks improved procedures.	Reports findings orally.	Study recent research.
3. Identifies symptoms of physical disabilities that affect the pupil's success in reading.		
Professional Entry Level		**XIII-3-E**
Observe pupils for poor appetite, frequent hunger, allergies. Identifies signs of impaired hearing (mouth watching, poor auditory discrimination, inattention) and impaired vision (eyes watering, book held too close, eye rubbing, headaches). Notes enunciation and pronunciation problems.	Reports on the symptoms of physical problems of pupils.	Attend group discussion and lecture by physician. Prepare and use checklist with pupils.
Advanced Level		**XIII-3-A**
Screens for auditory difficulties.	Administers test to pupils in presence of a faculty assessor. Submits pupils' answer sheets and interpretation.	Observe demonstration of Maico Audiometer or equivalent. Study manual and practice using machine.
Screens for visual difficulties.	Same as preceding.	Observe demonstration of telebinocular or equivalent. Study directions and practice.
Specialization Level		**XIII-3-S**
Explains research on vision and hearing as related to reading in conference with other teachers.	Lists seven authoritative studies with findings. Articulates to inservice teachers, parent groups, or board of education.	Study research reports.
4. Identifies student interests in and attitudes toward reading.		
Professional Entry Level		**XIII-4-E**
Keeps a record of numbers and types of books and stories read independently by pupils.	Supplies a prepared chart of pupils' readings.	Confer with demonstration teacher. Use school form and record independent readings of pupils. Copy form in resource notebook.

MODULE THIRTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Assesses interest in reading through discussion with individuals.	Supplies tape recording of a session with pupils.	Study journal articles on children's interests. Attend lecture and discussions on child development. Sensitively talk with pupils about special interests and find materials.
Notes the importance of role of readers' attitudes toward reading.	Presents findings orally or in writing.	Observe class and talk with pupils. Compare and contrast pupils' attitudes toward reading and reading achievement. Discuss pupils with demonstration teacher.
Knows and administers a reading attitude measure.	Describes students' attitudes from test results to faculty assessor.	Administer *Reading Attitudes Inventory* by Estes, or equivalent, to pupils. Discuss results with peers and field-site faculty.
Advanced Level		**XIII-4-A**
Knows interest inventories that can be administered from primary to high school.	Assesses the strengths and weaknesses of two prominent interest inventories for primary, intermediate, junior high, and senior high in a paper.	Review literature. Attend lecture.
Notes the importance of readers' anxieties as induced by societal, parental, and school demands to read.	Reports the relationship of general anxiety to reading.	Observe a class of children. Attend group discussion.
Specialization Level		**XIII-4-S**
Builds interest inventories reflecting the cultures of the pupils involved.	Writes one interest inventory which the administration of a district accepts or which is acceptable to a designated assessor.	Review inventories appropriate to age and regional area.
5. Assesses reading achievement and identifies general areas of strengths and weaknesses in pupils' reading capabilities.		
Professional Entry Level		**XIII-5-E**
Can administer, score, and interpret one standard survey test that measures vocabulary and comprehension at the level taught.	Supplies results and interpretation for a group of pupils.	Study manual of the Gates-MacGinitie or other equivalent survey tests. Attend interpretation of scores session. Administer, score, and interpret tests.
Can administer, score, and interpret one standard test of reading comprehension rate.	Same as preceding.	Same as preceding.
Employs survey tests of vocabulary, comprehension, and rate to make comparisons and to determine relative strengths and areas of need for learning of students.	Reports strengths and weaknesses of pupils' form test results and item analyses.	Select appropriate tests with demonstration teacher. Administer, score, and interpret vocabulary, word attack, comprehension, and rate tests.

MODULE THIRTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Administers an informal reading inventory.	Administers IRI to a pupil in the presence of a faculty assessor. States strengths and weaknesses of pupils' reading abilities.	Study Silvaroli's IRI or equivalent. View videotaped administration. Administer to pupils. Attend sessions on scoring and interpretation.
Knows and administers one test of reading-study skills and assesses strengths and instructional needs.	Presents assessment of pupils.	Administer reading-study test from Iowa, Stanford, or equivalent to pupils.
Reassesses vocabulary, comprehension, and study skills progress by observing performance in books and workbooks.	Charts or profiles progress of three pupils for one month in vocabulary, comprehension, and study skills.	Observe demonstration teacher.
Assesses pupils by minimum testing and maximum observation.	Employs checklist of pupils' strengths and weaknesses.	Compare observation checklist against standardized tests.
Compares reading achievement level with reading expectancy level for each pupil and determines which pupils are within the acceptable range of deviation.	Submits findings.	Attend lecture. Confer with a demonstration teacher. Make comparisons for pupils and specify which ones fall within an acceptable range according to criteria presented in lecture.
Advanced Level		XIII-5-A
Shows familiarity with three currently used reading survey tests.	Responds with 80 percent accuracy to items on an exam.	Study specified tests for purpose, range, forms, testing time, reliability, validity, strengths, weaknesses, correlation, method of scoring, and interpretation. Consult *Mental Measurements Yearbook* or *Reading Tests Yearbook*. Complete test. Simulate administration.
Makes inferences concerning reader's strengths and weaknesses on the basis of survey test results and employs parts of appropriate tests to probe inferences.	Submits a case study on one pupil.	Study case studies for format. Observe specialist making item analysis and probing inferences with parts of other tests. Practice with pupils under supervision of a specialist.
Assesses rate through timed reading of selection in reading textbooks.	Submits rate assessment for pupils.	Consult text references. Measure own rate in reading selection. Practice with peers.
Utilizes more than one survey test when first test finding appears questionable.	Presents a paper containing a description of the manifestation of behavior at the first testing that resulted in the questioning of the test results and the description of the behavior on the second testing and the test results of pupils.	Study test manuals. Observes demonstration of survey test. Discuss with teacher which pupils' results would be questionable and why.
Utilizes more than one test of reading-study skills.	Presents findings orally to peers and faculty assessor.	Same as preceding.
Knows and administers a standard test of literary appreciation.	Submits and interprets results.	Administer a literary appreciation test to pupils.

MODULE THIRTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Reassesses general progress by using another form of the same survey test or a different test.	Supplies test data of pupils to peers and assessor. Discusses results orally.	Determine which level the pupils have attained. Teach pupils. Retest with another form of the same test.
Specialization Level		**XIII-5-S**
Proves familiarity with five or more reading survey tests at several levels of advancement.	Aids teachers at three levels in locating appropriate survey tests.	Examine tests. Consult references. Discuss with group.
Judges tests for validity, reliability, ease of administration, and adequacy in measuring all segments of the reading curriculum.	Submits a chart evaluating tests that measure all segments of the reading curriculum.	Study validity, reliability, ease of administration, and adequacy of specified reading tests. Use tests and compare data. Consult *Mental Measurements Yearbook* or *Reading Tests Yearbook*.
Demonstrates measurement techniques, i.e., standardized testing, teacher-made tests, informal inventories, informal procedures for inservice teachers or those at the professional entry level.	Implements a measurement-techniques workshop with three inservice teachers and reports on the results.	Attend lecture: Test Scores and What They Measure. Attend seminar: Testing Techniques: Formal and Informal.
Examines and tries new instruments to determine their adequacy in measurement.	Collects data and reports on comparative test trials.	Study journal articles. Consult *Mental Measurements Yearbook* or *Reading Tests Yearbook*. Attend lecture: Establishing Criteria for the Evaluation of Tests.

6. Perceives the strengths and weaknesses of measurement devices and comprehends the concept of diagnostic teaching.

Professional Entry Level		**XIII-6-E**
Knows the value and limitations of standardized tests.	Submits an outline of the strengths, weaknesses, and usability of standardized tests and measurement.	Read references. Attend discussion on strengths and weaknesses of standardized tests. Experience professional entry level of previous general competency.
Knows the value and limitations of the informal reading inventory and informal measurement.	Submits a critique of the effectiveness of the use of the IRI and informal measures in determining the strengths and weaknesses of students in reading.	Same as preceding.
States that the same information resulting from standardized tests can be gleaned from an observation of a pupil and his work and emphasizes motivation and learning rather than teaching.	Reports the results of a comparison of pupils' tests and work.	Review research and literature. Set up individualized learning stations. Observe pupils and their work in reading. Compare strengths and weaknesses as gleaned from observation and compare the results of standardized tests.

MODULE THIRTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level		**XIII-6-A**
Regards evaluation as a process, not a product, and diagnosis as one aspect of evaluation.	Demonstrates by teaching pupils.	Attend lecture on nature and types of evaluation. Review research and literature on diagnostic teaching. Observe the diagnostic teaching style. Teach a group of pupils.
Uses diagnosis as the basis for instruction.	Demonstrates the diagnostic teaching style.	Review research and literature. Observe diagnostic teacher. Plan reading instruction with diagnostic teacher. Serve as an aide to diagnostic teacher.
Specialization Level		**XIII-6-S**
Instructs students in the diagnosis and preparation of case studies.	Demonstrates item analysis to students in the presence of a faculty assessor, making inferences from tests and using parts of appropriate tests to probe inference.	Serve a residency in a reading clinic.
7. Determines whether individuals learn through auditory, visual, kinesthetic, or combined perceptual techniques and adjusts instruction accordingly.		
Professional Entry Level		**XIII-7-E**
Administers an informal perceptual learning modality measure to pupils not progressing well.	Supplies pupils' answer sheets and interpretations.	Administer Baxter or equivalent to pupils. Discuss results with peers and faculty member.
Provides tracing and writing experiences for kinesthetic learners.	Submits materials from six lessons.	Observe demonstration teacher. Review resource file for instructional materials. Plan lessons. Implement lesson for pupils.
Provides auditory learners with additional amount of audio experience using tape recorder and other aids.	Prepares six taped lessons.	Study references. Observe class demonstration.
Advanced Level		**XIII-7-A**
Provides pupil-team practice activities.	Shows charts or games used in team practice.	Observe class demonstration. View filmstrips.
Provides special visual training programs for selected individuals.	Plans materials for six lessons. Puts examples in resource file.	Study references. Prepare resource notes.
Specialization Level		**XIII-7-S**
Administers a formal perceptual learning modality measure (Mills or equivalent) and interprets it with understanding of test shortcomings.	Administers instrument to two pupils. Interprets results orally or in writing.	Study directions. Read journal comments on its use. Practice with colleagues. Administer to pupils.
Cites findings from several research studies on comparative effectiveness of visual training program.	Administers to pupils in presence of faculty assessor. Interprets results. Evaluates test used.	Consult appropriate research. Attend discussion group. Compare and contrast opposing points of view on visual training.

MODULE THIRTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
Cites research on several perceptual training programs and experiments with some.	Sets up one experiment at either an informal or formal level.	Read research. Review Myklebust, Rabinovitch, Barsch, and others. Evaluate Fernald, Frostig, Gillingham, Stillman, and related practice materials. Attend group discussion.
8. Identifies pupils having symptoms of subtle learning disabilities, obtains assistance in their diagnosis, and adapts instructional programs to individuals.		
Professional Entry Level		**XIII-8-E**
Enumerates twelve or more common symptoms of subtle learning disabilities and notes that similar symptoms cannot be differentiated.	Enumerates orally. Performs on written test.	Attend lecture and discussion group. Study references and films.
Uses a checklist of subtle learning disability symptoms to screen pupils exhibiting lack of progress.	Submits checklist and findings.	Study checklists and references. Observe administration in a classroom. Use Falk School checklist (Sartain) or equivalent.
Refers selected individuals to specialists for further diagnosis.	Discusses cases with school psychologist.	Confer with school faculty on procedure.
Makes program adaptations to overcome problems of easy distraction, tension, perceptual difficulty, motor coordination difficulty, memory weakness, organization difficulty, etc.	Submits lessons for each of two types of adjustments, using tracing, self-recitation, sight-sound, and other appropriate techniques.	Discuss with group. Observe and confer with demonstration teachers.
Evaluates the visual perceptual skills of elementary school children, using one norm-referenced and one criterion-referenced instrument.	Administers test in the presence of a faculty assessor. Interprets results.	Administer to pupils Rutgers Drawing Test, the Visual Analysis Test (VAT), or Bender VMG. Score and interpret with specialist.
Evaluates the auditory perceptual skills of elementary children by using one norm-referenced and one criterion-referenced instrument.	Same as preceding.	Consult Durrell's research. Administer Wepman Auditory Test or the Auditory Analysis Test (AAT).
Advanced Level		**XIII-8-A**
Defines such terms as aphasia, dyslexia, strephosymbolia, minimal brain damage, perceptual dysfunction, psychomotor difficulty, and disabling emotional block and explains basis for each hypothesis of disability.	Performs on test or makes oral presentation.	Study references. View filmstrips and listen to sound tapes.
Administers the Group Diagnostic Reading Aptitude and Achievement Tests (Monroe & Sherman), or equivalent, to differentiate subtle learning disabilities from skills weakness.	Supplies and interprets results. Presents analyses.	Administer Monroe-Sherman Test to pupils. Interpret results at group session.

MODULE THIRTEEN (*continued*)

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Tries more than one recommended adaptation with an individual if the first does not prove successful.	Reports pupils' successes with adaptation.	Study references. Observe demonstration teacher. Use a variety of approaches with pupils in a lab.
Interprets auditory and visual perception test outcome and describes how that information relates to reading.	States the pertinence of copying skills to learning to read; designs alternative test items for the Visual Analysis Test (VAT) and the Auditory Analysis Test (AAT) and defends their appropriateness.	Study pertinent references. Evaluate visual and auditory test outcomes. Attend sessions discussing perceptual skills assumed in various reading programs and basal series.
Identifies perceptual skills that are assumed by various programs of reading instruction.	States reasons for recommending certain types of reading programs for pupils with certain perceptual deficits and/or strengths	Study pertinent references. Expose pupils, whose perceptual capacities are known, to a representative variety of reading programs and analyze interactions.
Specialization Level		**XIII-8-S**
Examines psychologist's findings on subtle learning disabilities and research on laterality, explains to other teachers.	Simulates conference with classmates. Outlines and presents to school faculty.	Study journals. Attend lectures.
Administers test to obtain further information on child's subtle learning disability.	Submits tape of administration. Supplies results and interpretation.	Study directions. Administer Slingerland Test or equivalent to pupils.
Notes evidence of learning disability to Wechsler and Binet test sections.	Analyzes Wechsler or Binet. Reports on disability cases.	Study references. Attend seminar.
Experiments formally with several programs to overcome subtle learning disabilities to reading and recommends some to other teachers.	Plans comparative experiment. Leads teacher group in carrying out experiment.	Discuss with group. Study references.
Designs instructional programs that will teach visual and/or auditory perceptual skills.	States the criterion objectives of the training program. Implements the program. Defends the appropriateness of the training procedures as related to the stated criterion objectives.	Study pertinent references. Design small scale pilot program.
Modifies existing reading instruction programs to experiment for specific perceptual inefficiencies.	States ways in which specific types of reading programs may be modified for pupils with various perceptual profiles.	Study pertinent references. Modify lessons and use the modified version with pupils whose perceptual profiles have already been determined.
9. Diagnoses specific deficiencies in word analysis and recognition skills.		
Professional Entry Level		**XIII-9-E**
Assesses basic sight recognition vocabulary by using a list of commonly used words as an oral sight-word test.	Administers list to pupils in presence of a faculty assessor. Analyzes difficulties from pattern of errors.	Employ either Dolch, Johnson, Kucera, Parks, or Fry word lists. View videotape demonstration. Administer list to pupils.

MODULE THIRTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Proves familiarity with simple standardized oral individual test of word analysis skills.	Submits pupils' scored answer sheets.	Administer either Diagnostic Reading Test (Bond-Clymer-Hoyt), California Phonics Survey (Durrell), Analysis of Reading Difficulties, or Botel Reading Inventory.
Skillfully administers one simple standardized oral individual test of word analysis skills.	Administers test in presence of faculty assessor. Reports findings.	Administer either Durrell Analysis of Reading Difficulties, Gates-McKillop Reading Diagnostic Test, or Diagnostic Reading Scales (Spache). Attend session on interpretation of results.
Notes types and frequencies of word attack errors in individual written exercises.	Submits list of pupils' errors in writing. Reports pupils' difficulties.	Study pupils' writings. Discuss interpretation of errors.
Notes types and frequencies of word-attack errors in individual oral reading.	Administers an instrument in presence of a faculty assessor. Classifies errors.	Observe videotape demonstration of IRI, Gilmore Oral Reading, or equivalent. Practice by recording on tape the errors of disabled readers.
Advanced Level		**XIII-9-A**
Proves familiarity with two individual and two group tests of word-attack skills.	Demonstrates tests to peer group. Provides a videotape of administration to pupils.	Select tests from preceding list. Observe demonstration.
Administers a second test of word-attack skills when first test results are questionable and whenever further assessment of progress is needed.	Administers second test to pupils. Explains reasons and results. Sets up appropriate scope and sequence checklist.	Confer with demonstration teacher. Study and adapt Wisconsin Design for Reading Skill Development with Barbe's Checklist of Reading Skills, Scope and Sequence Chart from basal series.
Specialization Level		**XIII-9-S**
Checks accepted sight word lists against current reading material and research to determine present relevance.	Compares one accepted list with developmental series. Cites reading vocabulary research.	Study research references on vocabulary (e.g., Dale Johnson's list of basic sight words—1970). Attend lecture.
Makes choices of word-analysis tests according to suitability for different measurement purposes.	Prepares bulletin on word-analysis tests.	Examine tests and references at resource center.
Devises special word-attack tests to fit children having unique learning problems because of unusual backgrounds.	Devises a test of skills for pupils from the inner-city or another unique background.	Study references on sociological and cultural background features. Meet with sociologist, reading faculty, and measurement specialist.
10. Diagnoses specific deficiencies in reading comprehension.		
Professional Entry Level		**XIII-10-E**
Proves familiarity with tests that measure comprehension of sentences or paragraphs.	Critiques features of more than one test.	Examine published tests. Study tests by completing them and consult *Mental Measurements Yearbook*.

MODULE THIRTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Administers such tests when appropriate.	Administers to pupils in presence of faculty assessor. Reports results and interpretation.	Observe demonstration. Administer tests to pupils.
Observes whether individuals who score low in general comprehension seem to have greater difficulty with details, general ideas, directions, or interpretive reading.	Devises questions for pupils reading different material to determine types of comprehension problems.	Study sample questions and deduce types of comprehension being elicited by each.
Advanced Level		**XIII-10-A**
Proves familiarity with standard tests that measure comprehension of details, general significance, directions, and interpretive reading.	Names Gates Basic Reading Tests and others for each type of comprehension measurement.	Study tests and manuals. Attend lectures. Evaluate various tests.
Administers such tests to pinpoint comprehension difficulties of pupils who score low in general comprehension.	Pinpoints problems of pupils using tests.	Observe demonstration. Administer.
Specialization Level		**XIII-10-S**
Devises and administers tests of literal and interpretive reading in each of the content fields.	Prepares tests in two fields. Helps other teachers prepare tests.	Study references. Study test examples.
Analyzes available tests for adequacy in relation to research on the nature of comprehension.	Itemizes comprehension components in tests and judges them by research findings.	Study research and references on comprehension. Attend seminar.

Continuing Assessment and Post-Assessment Procedures

Each participant should be assessed for specific competencies by the criterion behaviors or equivalents listed. Some suggested means for judging mastery of a particular competency are analyzing lesson plans for objectives, instructional materials, teaching techniques, and procedures; observing the implementation of lessons; evaluating knowledge based on test results; and evaluating the achievement and performance of the participant instructed. When a particular competency has not been mastered, the assessor should diagnose the problem(s) and recommend learning experiences that would lead to mastery of the competency.

CONTRIBUTING CONSULTANTS

Donald Barnickle, Naperville, Illinois, public schools
George Becker, San Diego State College
John Bolvin, University of Pittsburgh
Joseph J. DeRenzis, Research for Better Schools, Inc.

Mildred Freeman, Urban Laboratory in Education
Aaron Lipton, State University of New York at Stony Brook
Marion L. McGuire, University of Rhode Island
Jimmie D. Merrill, Weber State
Wayne Otto, University of Wisconsin
Joseph S. Renzulli, University of Connecticut
Jerome Rosner, University of Pittsburgh
Marie Collette Roy, Cardinal Stritch College
Harry W. Sartain, University of Pittsburgh
Paul Stanton, University of Pittsburgh
Art Schoeller, University of Wisconsin
Nicholas J. Silvaroli, Arizona State University
Marian Tonjes, University of Miami
John A. R. Wilson, University of California at Santa Barbara
Virgil M. Young, Boise State College

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Chapter Sixteen

School and Classroom Organization for Diagnostic Teaching: Resource Module 14

EZRA L. STIEGLITZ

Prepared: September 1971
Revised: May 1972

It is recommended that this resource module be used in preparing instructional modules at the professional entry level for all teachers in all types of schools. Its competencies are needed, also, by teachers who progress to the advanced and specialization levels during their preparation as master teachers or consultants. Inservice education modules based upon this resource module can be especially pertinent for faculties in schools which are planning organizational changes to increase their effectiveness in individualizing instruction.

Plan for Preparticipation Assessment

Each student should be pre-assessed in relation to the resource module. If this preparticipation assessment reveals that a student has a competency, he should be required to progress through that competency only to provide maintenance or review. It is recommended that cognitive tasks be pre-assessed with objective tests. Other alternatives for pre-assessment might include self-assessment, shared assessment between advisor and advisee, demonstration of criterion behaviors, or approval by a member of the faculty or of the school administration based on knowledge of participant's past experiences.

MODULE FOURTEEN

School and Classroom Organization for Diagnostic Teaching

Competencies	Criterion Behaviors	Learning Experiences
1. Demonstrates a knowledge of pupil variability.		
Professional Entry Level		**XIV-1-E**
Demonstrates an awareness of the extent of individual differences among children.	Analyzes tables of test scores and research findings and states conclusion about the extent of human variability in academic aptitudes, achievement, physical growth traits, and artistic traits.	Study references. Read case study reports.
Demonstrates an understanding of the causes of differential achievement in reading and their implications for instructional programing, i.e., chronological age, maturational growth, sex differences, cognitive abilities, interests, cultural backgrounds.	Written test performance. or Shares findings with peer group and faculty member in discussion.	Read professional literature. Make classroom observations. Attend lecture and discussion. Study achievement record charts for a school.
Specifies various assessment techniques that should be used as part of an individualized instruction program, i.e., standardized tests, interviews, observation instruments, check lists, etc. (Maintenance from Module #13, Diagnostic Evaluation of Reading Progress)	Written or oral presentation. or Performance on test.	Refer to module: Diagnostic Evaluation of Reading Progress. Read literature.
Helps various pupils, in accordance with their different capabilities, to set somewhat different academic goals that provide challenge and stimulation through the development of a feedback system.	Designs and uses three feedback devices such as progress charts and graphs. Shares results of activities with two students.	Read literature. View demonstrations on videotape.
Advanced Level		**XIV-1-A**
Studies research findings concerning the causes of differential achievement in reading.	Conducts a thorough analysis of three causes of differential achievement with summaries of research findings.	Interview experts in field, i.e., psychologists, sociologists, educators, etc. Read professional references. Refer to achievement record charts for a school.
Specialization Level		**XIV-1-S**
Investigates the causes of differential achievement in reading by conducting action research in a school system.	Reports results of action research concerning a cause or series of related causes to faculty member.	Study research. Acquire knowledge of statistical procedures and research design. Confer with school administrators.
2. Demonstrates a knowledge of several common patterns for school and classroom organization and provides evidence of research findings on the effectiveness of these organizational patterns.		
Professional Entry Level		**XIV-2-E**
Identifies the components of an individualized instruction system in reading: the specifica-	Performs on test. or Prepares brief paper.	Read professional literature. Group discussion.

MODULE FOURTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.) tion of the curriculum, reliable assessment instruments, a variety of materials and resources for instruction, procedures for short- and long-term pupil planning, personnel and facilities, instructional techniques.		
Discusses the following four continuums of characteristics of school and classroom organization for reading instruction. One-Teacher ⟷ Multiple-Teacher Instruction Heterogeneous ⟷ Homogeneous Sectioning Differentiated ⟷ Uniform Instruction Within the Classroom Independent ⟷ Directed Study	Gives oral or written presentation.	Attend lecture and discussion. Read literature.
Briefly describes various elementary and middle school organizational plans (heterogeneous graded, departmentalized graded, Joplin plan, nongrading, team teaching, dual progress plan, continuous progress plan) explaining several advantages and disadvantages of each.	Gives oral or written presentation.	Study references. Visit schools with these types of organization.
Specifies the various components of a classroom management system for individualizing instruction, i.e., provisions for independent activities, small group discussion, machines and hardware, information storage and retrieval, and arrangement of furniture.	Prepares brief paper. or Performs on test.	Attend lecture and discussion. Observe classroom performance. Read professional literature. View films and filmstrips.
Briefly describes various elementary and middle school classroom organization plans (pupil-team study, individually prescribed instruction, individualized reading, intraclass grouping within the self-contained classroom) explaining several advantages and disadvantages of each.	Gives oral or written presentation.	Visit classrooms with these types of organization plans. Study references.
Considers the organization of a classroom based on a learning-centers approach.	Sets up a classroom or draws a model with a reading center, a math center, a science center, a listening center, and a library.	Assemble samples of materials to go into each area. Visit classrooms that have learning centers.
Advanced Level		XIV-2-A
Acquires familiarity with the research on the effectiveness of different school organization patterns.	Explains findings in the form of a research paper. or Presents findings to students at professional entry level.	Study research and recent authoritative opinions.

MODULE FOURTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Acquires familiarity with the research on the effectiveness of different classroom organization patterns.	Same as for previous competency.	
Selects, uses, and explains the results of the administration of a measurement instrument (rating scale, interaction analysis, etc.) that is helpful in assessing classroom operations.	Summarizes the information in an appropriate way to explain outcomes to the professional staff involved.	Read literature on measurement instruments. Attend lecture. Refer to different types of measurement instruments.
Specialization Level		**XIV-2-5**
Relies on the following steps to evaluate and improve the effectiveness of school organization patterns: 1. Establish goals of reading instruction 2. Evaluate achievement 3. Search for causes of inadequate achievement 4. Establish a hypothesis as to the means of improving achievement 5. Plan and initiate the program of improvement 6. Reevaluate progress using some of the instruments previously employed	Reports results of following a systematic plan for evaluating and improving the effectiveness of school organization patterns. Obtains approval of faculty member.	Attend lecture and discussion. Confer with faculty and school administration.
Analyzes an individualized classroom instruction system by developing an evaluation program that provides for both formative and summative information.	Develop an evaluation plan that includes at least: 1. Formative evaluation: evaluating facilities, evaluating teachers' utilization, evaluating types and kinds of material employed, evaluating teacher attitudes toward specific aspects of the system, and evaluating student attitudes toward specific aspects of the system. 2. Summative evaluation: assessing achievement outcomes and comparing these to some control group, assessing student attitudes toward the total program as compared to other student attitudes toward the total program (e.g., attendance, selecting reading from alternatives, etc.), assessing teacher attitudes toward this system as compared	Confer with school administration and teachers. Attend lecture and discussion. Consult with college faculty.

MODULE FOURTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
	to other ways of teaching, and assessing other general goals such as self-directiveness and self-evaluativeness on the part of the student.	
3. Practices a form of personalized diagnostic instruction in the teaching of reading and the other language arts.		
Professional Entry Level		**XIV-3-E**
Presents the concept of personalized diagnostic teaching as it relates to the individualization of instruction based upon continuous assessment.	States an operational definition of diagnostic teaching that can be applied to a classroom situation.	Study literature. Hold group discussion. Attend conferences with different faculty members.
Identifies the teacher behaviors required for a given class that has a combination of small group, independent study and testing operating simultaneously (with provisions for beginning group discussions, moving through the classroom to assist those working independently, monitoring, and evaluating students working independently, and reinforcing children in both group and independent activities).	Adequately demonstrates three of these behaviors in a classroom situation. or Prepares a series of videotapes that demonstrate three of these behaviors.	Read literature. Make classroom observations.
Utilizes the information from student records and evaluations to organize reading achievement groups.	Reports on a plan for grouping using a basal reader, language-experience, linguistic, or other approach. or Provides classroom observation by faculty member.	Read literature. Observe demonstration lessons.
Demonstrates skill in forming power groups for skills introduction: word recognition groups, comprehension groups, and study skills groups.	Summarizes procedures used to form three types of power groups to colleagues in the presence of a faculty member. or Shares performance with faculty member through use of demonstration lessons on videotape or actual classroom observations.	View demonstration lessons on videotape. Undertake role playing with colleagues.
Organizes skills refinement groups, rotating members every few days, and forming or disbanding as soon as purposes are served.	Discusses use of skill-refinement groups in a classroom for a period of three weeks.	Make classroom observations. Confer with faculty members. Study literature.
Establishes activity groups that have different membership for pleasure reading experiences, i.e., groups for dramatizing stories, making use of audio-visual aids, and sharing independent reading.	Summarizes to group of colleagues or faculty member procedures used to establish three types of activity groups.	Observe demonstration lessons in classrooms or on videotape. Share plans with colleagues.

MODULE FOURTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
Demonstrates skill in diagnostic teaching of the other language arts by forming flexible skills refinement groups related to speaking and writing projects; i.e., groups for practical writing, creative expression, and oral reporting.	Shares and discusses work produced by children within skill-refinement groups. or Provides classroom observation by faculty member.	Visit classrooms with this type of grouping. Attend lecture and discussion.
Provides for differentiated instruction in spelling by caring for individual needs and abilities.	Reports on grouping procedures and activities for the high-spelling achiever and the slow speller.	Study research on spelling. Observe classroom demonstrations.
Establishes flexible skills refinement groups related to handwriting skills that are carefully analyzed and guided.	Reports on the use of a checklist with three children which records individual needs in handwriting.	Develop a checklist of handwriting skills.
Utilizes differentiated materials in reading and the related arts to meet the instructional needs of individuals, i.e., multilevel materials, programed materials.	Classifies instructional material according to specific reading needs. or Demonstrates how five different types of materials lend themselves to the individualization pupils. of instruction with five	Acquire knowledge of materials and procedures. Refer to publisher's file of brochures and advertisements.
Advanced Level		**XIV-3-A**
Orients and familiarizes pupils with the activities, materials, and procedures available in the organization of the classroom.	Introduces a group of students to the organization of the classroom. Obtains feedback from students.	Undertake role playing with colleagues. Provide microteaching experiences.
Uses a reinforcement-reward system to guarantee that all children, not only the easily motivated ones, learn to read and write.	Outlines a system for use in a school or classroom. Reports briefly on effectiveness of initial steps. or Demonstrates use of behavior-modification techniques in a classroom or microteaching situation.	Study research. Observe demonstration lessons on videotapes or in classrooms.
Makes use of field experiences outside of the school environs that support the personalized diagnostic teaching practices followed in the classroom.	Reports on the value of three field trips with a group of students or Prepares instructional bulletin concerned with field trip experiences for school use.	Determine appropriate field experiences through discussion and visitation. Attend session on developing an instructional bulletin.
Guides teachers in the selection of differentiated materials that facilitate individualizing instruction in reading.	Conducts inservice sessions in a school. or Guides three teachers in the selection of materials.	Related references. Microteaching experiences. Demonstrations on videotape.
Helps teachers develop skill in diagnostic teaching of reading by showing them how to utilize information from records and evaluations.	Assists three teachers in the development of such skills. or Presents concepts to students enrolled in reading methods course.	Discuss ideas with colleagues and faculty members.

MODULE FOURTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Helps teachers develop skill in the diagnostic teaching of the other language arts.		
Specialization Level		**XIV-3-S**
Promotes a diagnostic style of teaching reading and the other language arts within a school system.	Conducts inservice sessions in a school district. or Prepares an instructional bulletin on diagnostic teaching for use in a school district. or Prepares a series of videotapes that demonstrate the diagnostic teaching of skills in reading and the other language arts.	Attend conferences with school administrators. Experience the diagnostic style of teaching.
4. Investigates additional patterns of classroom organization that may be effective in certain school situations.		
Professional Entry Level		**XIV-4-E**
Recognizes that it may be desirable to use multiple organization patterns flexibly to provide the maximum amount of personalized teaching.	Summarizes visits to schools that have multiple organization patterns in the form of an oral or written report.	Visit schools that demonstrate a variety of patterns. Attend lectures and discussions.
Advanced Level		**XIV-4-A**
Proposes alternative plans of grouping students that would facilitate classroom instruction in reading when given individual plans for 90 to 100 pupils of approximately the same age.	Generates at least two possible strategies when given individual plans which reflect the needs of 90 to 100 students; a description of the facilities available; and a staff consisting of at least three professionals, two paraprofessionals, and two student teachers or interns. Obtains approval by faculty member or school administrator.	Discuss patterns with college faculty and school administration. Acquire knowledge of different organizational plans.
Specifies large global objectives in reading and the related arts and translates these global objectives into specific objectives for classroom use when given a set of goals for an elementary or middle school.	When given a set of goals for an elementary or middle school in reading and the related arts based on a new organization plan, translates these verbal goals into a set of general objectives and further divides these general objectives into more specific objectives for a given classroom.	Read literature on statement of behavioral objectives. Consult with experts in field.
Specialization Level		**XIV-4-S**
Formulates and initiates an organizational plan for an entire school that includes facilities, staff and time utilization, appropriate schedules for all students,	Gains approval by faculty member or school administrator.	Refer to literature. Visit schools. Confer with school administrator.

MODULE FOURTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
and a decision-making plan relative to this organizational model when given all pertinent information relative to a particular school.		
Involves all staff members in planning for change to obtain the benefit of their combined experiences and knowledge and to give them an opportunity to learn about plans being developed.	Develops a systematic plan for involving all staff members. Reports on implementation of this plan. Assesses the role played by the staff in planning for change.	Observe procedures used with staff members in planning for change. Consult with college faculty.

Plan for Continuing Assessment and Post-Assessment

The criterion behaviors or their equivalents should be used to assess each student's attainment of specific competencies. The assessor should judge whether a student has mastered a particular competency and, if not, diagnose the reasons and recommend the learning experiences required to master that competency.

Post-assessment conferences should be held periodically to discuss a student's overall progress through the module at a given point in time.

CONTRIBUTING CONSULTANTS

Harry W. Sartain, Director, Falk Laboratory School, University of Pittsburgh
Donald W. Barnickle, Elmwood Elementary School, Naperville, Illinois
John O. Bolvin, University of Pittsburgh, Pittsburgh, Pennsylvania
Joseph J. DeRenzis, Research for Better Schools, Inc., Philadelphia, Pennsylvania
Mildred H. Freeman, Urban Laboratory in Education, Atlanta, Georgia
Clifford Johnson, Georgia State University, Atlanta, Georgia
Ruth T. Lindberg, Elmwood Elementary School, Naperville, Illinois
Sally Newman, University of Pittsburgh, Pittsburgh, Pennsylvania
Nicholas J. Silvaroli, Arizona State University, Tempe, Arizona
Jeannette Veatch, Arizona State University, Tempe, Arizona

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Chapter Seventeen

Treatment of Special Reading Difficulties:

Resource Module 16

EZRA L. STIEGLITZ

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Most children have occasional difficulties learning to read, and many children have difficulties of a continuing nature. In schools where only the reading specialist may have any sense of responsibility for or any capability in helping the child overcome these difficulties, a large proportion of youngsters never receive the types of instruction that they need because the specialist's time is too limited. The increased professionalization of teaching makes it necessary for all teachers to learn how to treat reading difficulty problems that occur frequently. Therefore, the professional entry preparation programs of all teachers at all levels should include instructional modules based upon this resource module. Those individuals who are preparing to become reading or language arts specialists need to become involved in advanced and specialization modules to attain additional competencies which are required for doing experimentation and for advising faculties in the treatment of exceptional difficulties. Also, of course, there is almost unlimited room for progress in the profession through the utilization of inservice education programs built from this resource module.

Plan for Preparticipation Assessment

Each student should be pre-assessed in relation to the resource module. If this preparticipation assessment reveals that a student has a competency, he should not be required to process through that competency unless it is used to provide maintenance or review. It is recommended that cognitive tasks be pre-assessed with objective tests. Other alternatives for pre-assessment might include: self-assessment, shared assessment between advisor and advisee, demonstration of criterion behaviors, or approval by member of faculty or school administration based on knowledge of participant's past experiences.

MODULE SIXTEEN
TREATMENT OF SPECIAL READING DIFFICULTIES

Competencies	Criterion Behaviors	Learning Experiences
1. Demonstrates an understanding of the factors related to reading disability.		
Professional Entry Level		**XVI-1-E**
Explains the similarities and differences between developmental instruction and instruction for children with special reading difficulties.	Summarizes references adequately in the form of a paper or chart.	Summarize appropriate references. Hold group discussion.
Recognizes the following descriptive categories of disabled readers in terms of severity: simple retardation cases, specific retardation cases, limited disability cases, complex disability cases (refer to Bond and Tinker, *Reading Difficulties: Their Diagnosis and Correction*, pp. 95-99, for clarification of terms).	Presents written test performances. or Identifies and discusses a case study report for each descriptive category of disabled reader.	Study literature and prepared case study reports.
Provides a summary of the various factors of reading disability such as sensory defects, emotional disorders, neurological disorders, etc.	Shares a list and description of causal factors with peer group.	Read professional literature. Attend lecture and discussion.
Recognizes the interrelationships of these causal factors.	Compares and reports on two children having similar symptoms but seeming to have different causal backgrounds.	Study case study reports. Make classroom observations.
Advanced Level		**XVI[illegible]A**
Studies research findings concerning the different factors related to reading disability.	Written or oral summary of research findings. or Performance on written test.	Refer to professional references in order to conduct a thorough analysis of three causes of reading disability. Interview experts in field. Refer to case study reports.
Specialization Level		**XVI-1-S**
Produces a theoretical construct concerning the factors relating to reading disability.	Defends construct to a group of faculty members.	Attend lectures and discussions concerning the considerations necessary in producing a theoretical construct. Synthesize previous learning experiences.
Discusses with administrators or teachers the probable causes of reading problems and suggests ways of eliminating or reducing such factors in future programs.	Holds three interviews or conferences as judged by observing faculty members. or Implements a plan for program and/or staff development at the school district or college levels.	Discuss knowledge of research. Undertake role playing with colleagues.
2. Utilizes and interprets formal and informal instruments in the ongoing assessment process to detect imbalances in individual reading growth.		
Professional Entry Level		**XVI-2-E**
Diagnoses specific reading difficulties while teaching (during in-	Discusses findings and method of reporting findings with	Work with pupils on a one-to-one or small group basis.

MODULE SIXTEEN (*continued*)

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
structional activities such as oral reading and written work), not to replace formal and informal testing but to supplement it.	colleagues as a result of work with two pupils.	Write records of pupil work. Read appropriate references.
Determines how instruction should be modified as a result of information gleaned from checklists used for different skill areas.	Reports on the use of checklists or other devices to keep an ongoing record of each child's word-attack, comprehensive oral reading, and study skills.	Refer to prepared checklists. Observe demonstrations. Obtain experiences with pupils.
Provides for student involvement in the analysis of reading problems and in evaluating the results of special activities.	Designs and uses three feedback devices such as progress charts and graphs for different skill areas. Shares results of activities with two students.	Study references. Attend group lectures and discussions.
Reassesses pupils' instructional placement periodically.	Gives reasons for recommending changes in skills or general level of instruction for two pupils. or Updates two case study reports.	Discuss with peers and/or professional staff.
Explains the elements and structure of a case study report.	Explains the elements and structure. Summarizes the results of two prepared case study reports.	Attend lecture on case study preparation. Refer to literature.
Interprets the analysis of reading problems after they are prepared by a specialist and develops a plan for remediation.	Outlines plans for reading instruction as a result of analyzing five case study reports.	Analyze previous work on test score interpretation. Study prepared case study report.
Understands the elements and structure of a case study conference.	Explains the elements and structure. Summarizes the results of two case study conferences.	Observe case study conference (live or on videotape). Study literature.
Advanced Level		**XVI-2-A**
Prepares, uses, and evaluates tools that can be used for the ongoing evaluation of reading skills and adapts existing tools to specific local needs when warranted.	Reports on the use of three instruments before colleagues and faculty member.	Examine tools already in use. Hold group discussion.
Organizes and writes a case study report which includes all information pertinent to a child's reading performance with a plan for remediation.	Prepares two case study reports as a result of experiences with personalized diagnostic teaching.	Attend lecture on the preparation of case study reports. Study a variety of case studies to note format, data included, style of writing, etc. Prepare case studies under supervision.
Specialization Level		**XVI-2-S**
Organizes and conducts a case study conference.	Initiates an individual case study conference in a school and summarizes steps and values in five pages or less.	Practice with colleagues. Observe case study conferences.

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
Demonstrates case study reporting to less experienced teacher.	Demonstrates competently before professor. or Shows that a group of participants are able to explain the elements and structure of a case study report.	Practice with colleagues. Review references.
Encourages teachers and administrators in a school district to follow procedures for ongoing evaluation in the classroom.	Distributes to administrators and teachers in a school district an instructional bulletin of five to ten pages that is concerned with ongoing evaluation. or Reports results of inservice meetings held with administrators and/or teachers on the need for ongoing evaluation of each student's progress.	Demonstrate on videotape. Undertake role playing. Study related references. Attend workshop on the preparation of instructional bulletins.
8. Selects or prepares a variety of materials that are appropriate for use in correcting different types of reading difficulties at various age levels.		
Professional Entry Level		**XVI-8-E**
Shows familiarity with commercial materials that can be used in the correction of word recognition difficulties such as books, games, devices, workbooks, etc.	Prepares annotated bibliography. or Shares knowledge of materials with colleagues. or Demonstrates familiarity by use with pupils.	Access to material resource centers. Make school and clinic visitations. Read brochures and pamphlets. Use material lists. Attend workshops and demonstrations.
Shows familiarity with the commercial materials that could be used in the correction of difficulties with basic comprehension and study skills.	Same as for previous competency.	
Cites research findings concerning the value of using mechanical devices with children who have reading disabilities.	Written and/or oral presentation as judged acceptable by member of faculty.	Study of recent research.
Selects and prescribes materials appropriate to individual pupil's own reading level, skills, and other cognitive learning needs.	Gives reasons for prescribing materials to pupils and assesses results of recommendations.	Assess pupil needs through informal inventories and a variety of work sampling techniques. Read and become familiar with many children's books, tape recordings, filmstrips, skill sheets, and other appropriate materials. Read journal articles on children's interests.
Selects and prescribes materials appropriate to individual pupil's interest areas, motivational needs, and other affective needs.	Same as for cognitive needs.	Same as for cognitive needs. Work with individual children to learn their affective needs. Also, develop several kinds of special interest presentations appropriate for groups of children. Practice giving

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
		presentations to several groups of children. These should deal with high-interest topics such as magic, pets, wild animals, science, mysteries, and so on. Participate in brainstorming sessions with group of peers.
Recognizes the concept of readability and how it relates to high-interest, low-vocabulary materials.	Explains the concept. Identifies and describes high-interest, low-vocabulary method.	Study literature. Refer to materials. Attend lecture and discussion.
Demonstrates familiarity with and administers two "simple" readability formulas: Fry, SMOG, New Hampshire, etc.	Administers formulas to six books that are representative of three content areas at different levels of difficulty and summarizes results.	Study directions. Read journal comments on its use. Observe class demonstration.
Develops a resource file of work sheets, lesson plans, materials, instructional activities and games that may be used to help a pupil learn specific reading skills.	Shares the contents of this file with other colleagues. or Develops an index of the contents of this file. or Demonstrates how the contents of this file have been used in a teaching situation.	Examine existing files. Share experiences in the classroom. Demonstrate. Coordinate other competencies in this module.
Develops a publisher's file of brochures and advertisements.	Organizes file so that it can easily be used for reference.	Attend addresses of publishers. Examine existing files.
Advanced Level		**XVI-3-A**
Writes, designs, and constructs teacher-made materials that can be used in the correction of word recognition difficulties.	Displays materials constructed such as tape recordings, charts, pictures, games, manipulative materials, simple stories using sight words, and typewritten stories written by pupils. or Reports on use of such materials in a teaching situation.	Report on lab experiences in which students learn how to construct a wide variety of materials.
Writes, designs, and constructs teacher-made materials that can be used in correcting difficulties with comprehension and study skills.	Same as for previous competency.	
Evaluates commercial materials developed for specific learning needs.	Reports the results of evaluations of three different types of commercial materials, i.e., SRA materials, basal reading series, listening tapes, etc.	Refer to prepared evaluation forms.
Demonstrates familiarity with and administers two "formal" readability formulas: Dale-Chall, Spache, Flesch, etc.	Administers formulas to six books that are representative of three content areas and reports results. Compares to results of "simple" readability formulas.	Study directions. Read journal comments on its use. Observe class demonstration.

MODULE SIXTEEN (continued)

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Understands the use of the cloze technique as a measurement of readability, as a measurement of comprehension and as an instructional technique in sentence comprehension.	Demonstrates knowledge and use of cloze technique in each of the situations listed.	Develop appropriate exercises. Refer to directions for constructing exercises. Read professional references.
Studies research on readability and readability formulas and seeks improved procedures.	Explains findings in the form of a research paper or Presents findings to students at professional entry level.	Study research.
Specialization Level		XVI-3-S
Assists other teachers in selecting appropriate learning and reading materials for pupils.	Organizes and conducts workshops.	Read appropriate references. Participate in workshops conducted by experts. Obtain instruction by someone experienced in conducting workshops.
Assists teachers in learning how to construct teacher-made materials for specific learning needs.	Organizes and conducts workshops demonstrating how to construct teacher-made materials.	Same as for previous competency.
Develops a set of criteria for evaluating instructional materials.	Shares and tests out instrument with students at the advanced level. Uses results of test to redesign instrument.	Refer to prepared evaluation forms. Read professional references.

4. Selects from a variety of methods and techniques those that are appropriate for use with children at the early stages of reading who are having difficulty with word attack, literal comprehension, directional orientation, and concept attainment.

Professional Entry Level		XVI-4-E
Reveals familiarity with various physical classroom organization patterns that take into account the needs of the disabled reader.	Shares the development and implementation of a plan for physical classroom organization with a group of colleagues or a faculty member.	Make guided observations in classrooms. Interview specialists. Study references. Hold group discussions. Observe classroom organization on videotape.
Recognizes the following types of word recognition difficulties and the relationships they have: insufficient sight vocabulary, failure to use context and other meaning clues, ineffective visual analysis of words, limited knowledge of word parts, lack of ability in synthesizing, becoming an overanalytical reader, making excessive locational errors.	Performs on test. or Makes oral presentation.	Study references. Attend lecture and discussion. Discuss difficulties shown on videotape. Analyze case studies.
Plans experiences that will detect and correct limitations in the following literal level comprehension skills: understanding word meanings, perceiving main ideas, perceiving suppor-	Shares with colleagues three prepared lessons for each of two types of comprehension skills at different levels of difficulty. Places examples in resource file.	Hold group discussion. Observe and confer with demonstration teachers. Study references.

MODULE SIXTEEN (continued)

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
ing details, understanding sequences, perceiving and following directions.		
Adapts a particular reading method or program or uses a combination of approaches to meet the individual needs of the disabled reader: alphabet systems, linguistic approaches, programed learning, basal reading series, i.t.a., labs, language-experience approach, and others.	Experiments effectively with different approaches in different situations. Justifies approach used.	Study reading methods and programs. Observe classroom. Plan strategies for adapting approaches with colleagues and faculty. Participate in microteaching experiences.
Develops flexible reading lessons for disabled readers that contain several kinds of activities and sufficient review for permanent learning.	Reports on the preparation and implementation of four reading lessons that demonstrate flexible planning to an outside observer.	Observe demonstration lessons. Attend lecture and discussion on the components of a flexible reading lesson. Gain knowledge of materials and teaching techniques.
Advanced Level		**XVI-4-A**
Establishes criteria for evaluating the effectiveness of a particular reading method or program for children with reading problems.	Obtains approval of faculty member.	Consult with college faculty or school administrators to establish criteria for evaluating the effectiveness of a particular approach. Hold group discussion. Use professional references.
Evaluates the effectiveness of a particular reading method or program used with a child or group of students in given situations.	Investigates the effectiveness of a particular approach with students at the professional entry level or with classroom teachers.	Consult with college faculty or school administrators.
Designs instructional procedures that can be used to detect and correct specific difficulties with word recognition.	Devises five exercises that can be used to detect and/or correct specific problems with word recognition. Uses in a practical situation when appropriate. Puts examples in resource file.	Know the various types of word recognition errors. Study references. Gain knowledge of standardized tests.
Devises instructional techniques for developing word meanings including the use of context clues and the teaching of word meanings through the systematic study of words and use of the dictionary.	Prepares six lessons using different media (i.e., workbooks, tapes, filmstrips, teacher-made materials, etc.). Uses in a practical situation when appropriate. Puts examples in resource file. Shares lessons with colleagues.	Gain knowledge of materials. Read professional references. Make resource notebook of lessons.
Provides firsthand and vicarious experiences for children who need to develop meaningful vocabularies together with the acquisition of concepts.	Reports to group of colleagues or faculty plans for providing experiences for children who have this need.	Experiment with plans. Refer to literature.
Designs various types of exercises that may be employed both for diagnosing lack of sentence comprehension and for helping indi-	Shares with colleagues five prepared exercises at different levels of difficulty. Uses in practical situation when	Reference study. Microteaching. Workshop on instructional bulletin preparation.

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
viduals understand the relationship between various parts of a sentence and the thought units within a sentence.	appropriate and puts examples in resource file. or	Practice with colleagues.
Develops strategies that can be employed both for diagnosing lack of paragraph comprehension and for helping students to recognize the role of each sentence in relation to the others.	Prepares instructional bulletin on the diagnosis and treatment of comprehension abilities. or	
Designs various types of exercises that can be used for diagnosing and teaching the comprehension of larger units, i.e., the relation between paragraphs.	Helps three teachers correct problems with comprehension in their classrooms. Reports results in five pages or less.	
Recognizes the bases for inappropriate directional orientation habits: orientational confusions with words, transpositions among words, faulty eye movements.	Explains the concepts. or Performs on test. or Does brief written report.	Attend lecture and discussion by expert in perception. Study reference.
Develops activities to diagnose and correct inappropriate orientation habits.	Prepares five lessons that can be used to correct different types of inappropriate orientation habits. Uses in practical situation when appropriate. Obtains approval of faculty member.	Participate in microteaching. See films. Attend conference with expert on perception.
Specialization Level		XVI-4-S
Investigates the effectiveness of classroom organizational patterns in meeting the needs of children with difficulties at the early stages of reading.	Does brief written report on the steps used to evaluate the organization patterns of three classroom situations. Reports on recommendations.	Study research and recent authoritative recommendations.
Assists teachers and administrators in recognizing pupil errors at the early stages of reading and helps them apply and translate this information into effective preventive and corrective techniques.	Organizes and conducts an inservice program. Practice teach or microteach these competencies before groups of teachers and administrators. or Teaches college course. or Develops curriculum guide.	Consult professional experts. Study research and recent authoritative opinions. Refer to sample curriculum guides.

5. Utilizes at the more advanced stages of reading a variety of methods and techniques with young people who are having difficulties with interpretive and evaluative comprehension in content fields, adjustment of reading rate, and study skills.

Professional Entry Level		XVI-5-E
Explain the difficulties disabled readers encounter in their inability to adapt to the needs of reading in the content areas, i.e., inappropriate application of comprehension abilities to a par-	Performs successfully on test. or Makes oral or written presentation concerning two difficulties.	Read appropriate references. Make classroom observations.

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level (Cont.)		
ticular field, limited knowledge of technical vocabulary and common words with special meanings in a content field, difficulties with organization, insufficient concept development, inadequate knowledge of symbols and abbreviations.		
Recognizes deficiencies in basic study skills, i.e., inadequate use of locational and organizational skills.	Summarizes literature. or Performs on written test.	Study references. Study case reports.
Reveals familiarity with the causal factors that contribute to deficiencies in rate of comprehension, such as: insufficient sight vocabulary, difficulties in word understanding and comprehension, being an overanalytical reader, insufficient use of context clues, lack of phrasing, and unnecessary vocalization.	Makes oral or written presentation.	Visit school facility for developing rate of comprehension. Study references.
Advanced Level		XVI-5-A
Plans experiences that will detect and correct limitations in the following interpretive level comprehension skills: detecting inferences, noting cause and effect relationships, noting comparisons and contrasts, formulating opinions and conclusions, anticipating next steps or outcomes.	Shares with colleagues three prepared lessons for each of two types of comprehension skills at different levels of difficulty. Places examples in resource file.	Hold group discussion. Observe and confer with demonstration teachers. Study references.
Plans experiences that will detect and correct limitations in the following evaluative level comprehension skills: judging accuracy, distinguishing between facts and opinions, recognizing persuasive statements.	Same as for previous competency.	
Relies upon teacher-made tests and other informal procedures to determine the instructional needs of disabled readers in specific content areas.	Demonstrates the use of informal procedures for three content areas.	Refer to appropriate standardized tests. Collect suggestions from teachers and administrators. Read references.
Uses appropriate activities and materials to develop specific content area and study skills, i.e., multitexts, multilevel texts, pupil-team activities, reading guides, etc.	Prepares three lessons for each of three content area subjects and gains approval of faculty member.	Evaluate materials. Make guided classroom observations. Read literature. Do microteaching.
Experiments with materials and techniques for diagnosing and improving rate of comprehension and for developing flexibility in adjusting speed to materials and purposes.	Reports on the design of a series of exercises at different levels of difficulty that can be used for this purpose. Uses in a practical situation when appropriate. Reports on the value of these exercises.	Study feasibility of using mechanical devices. Study references. Observe in clinic or classroom. Do microteaching.

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level		XVI-5-S
Demonstrates procedures used to diagnose and correct problems with rate of comprehension, study skills, and reading in the content fields.	Aids three teachers in correcting problems with rate of comprehension or study skills or reading in the content fields. Reports on procedures and results. or Teaches appropriate college level course. or Develops instructional bulletin that can be used by a school district for one of preceding categories.	Consult experts in field. Study format of instructional bulletin. Refer to literature.
Assists teachers and administrators in recognizing student errors at the more advanced stages of reading and helps them apply and translate this information into effective preventive and corrective techniques.	Organizes and conducts an inservice program. Practice teach or microteach these competencies before groups of teachers and administrators. or Teaches college course. or Develops and distributes instructional bulletin.	Consult professional experts. Study research and recent authoritative opinions. Refer to sample instructional bulletins.

6. Makes adjustments in classroom reading programs for children having different modalities of preferred perceptual learning, low mental ability, social or emotional adjustment problems, lack of motivation, subtle learning disabilities, and problems with speech, vision, or hearing.

Professional Entry Level		XVI-6-E
Notes the different categories of specially handicapped children: very slow learners, emotionally disturbed, language handicapped (nonEnglish speaking), poor eyesight, defective hearing, speech impediments.	Performs on test. or Makes brief oral or written presentation.	Study references. Make guided observations in classrooms. Study case reports.
Notes special procedures that should be followed for children who have language handicaps.	Gives oral or written presentation.	Study references. Make classroom observations.
Advanced Level		XVI-6-A
Examines how psychotherapy and psychotherapeutic principles can be utilized in the instruction of those children who are emotionally disturbed.	Establishes a rationale for adapting some of these principles in teaching situations. Defends this rationale.	Interview or confer with guidance counselor or school psychologist. Read references.
Assesses the value of bibliotherapy in helping to solve children's reading problems.	Prepares and defends a position paper on the value of bibliotherapy. or Participates in a panel discussion at a professional level. or Plans, implements, and reports on lessons with three pupils.	Study research and literature. Make observations in classroom or on videotape. Do microteaching. Practice with colleagues.

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
Provides special activities that will stimulate an interest in reading for failure-oriented and other negatively motivated pupils.	Demonstrates motivation techniques in three role-playing situations or with two groups of children.	Read professional references. Make classroom observations. Gain knowledge of materials. Watch demonstration lessons on videotape.
Shows familiarity with methods that can be used with mentally retarded and dull-normal children.	Performs on test. or Makes brief oral or written presentation.	Interview or hold conference with specialist. Study references. Observe demonstration lessons. Study materials and techniques.
Knows what adjustments should be made in the classroom for those children who are visually handicapped.	Prepares a list of recommendations. or Assists three teachers who have such children in their classrooms.	Make classroom observations. Read literature. Discuss with specialist.
Reveals familiarity with the adjustments that should be made for children who have mild hearing deficiencies or who are partially deaf.	Gives oral or written presentation.	Study references. Make classroom observations.
Notes special procedures that should be followed with children who have speech defects.	Gives oral or written presentation.	Study references. Make classroom observations.
Considers the role of subtle learning disabilities in the treatment of children with special reading difficulties.	Participates in a panel discussion on subtle learning disabilities at a professional level. or Defends a position paper on dyslexia. or Establishes an operational definition of dyslexia with remedial implications.	Study research and recent authoritative opinions.
Uses results of formal or informal perceptual learning modality measure (Mills or Baxter) to identify strong learning modalities of severely handicapped children and makes recommendations for instruction. (Maintenance from Module Thirteen)	Summarizes instructional procedures used with three children.	Read professional literature. Observe demonstration lessons in classrooms or on videotape.
Experiments with several special methods that can be used for teaching children with extreme reading difficulties: Fernald, Gillingham, Monroe, etc.	Uses at least three of these approaches in classroom or laboratory.	Refer to description of each method. Observe demonstration teacher.
Specialization Level		**XVI-6-8**
Explains research findings concerning special methods used for teaching children with extreme reading difficulties.	Summarizes research and shares findings with colleagues and professional staff.	Read research. Consult with professionals who have used such methods.

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
Demonstrates procedures that teachers should follow in working with specially handicapped children.	Organizes and conducts an inservice program. or Teaches college course. or Prepares an instructional bulletin for teaching slow learners, emotionally disturbed learners, etc., that can be used by a school district.	Consult professional experts. Study research and recent authoritative opinions. Refer to instructional bulletins.
Assists other teachers in learning how to motivate pupils who are especially difficult to motivate.	Demonstrates competently before professor. or Shares with colleagues and professional staff teachers' reaction to training program.	Review appropriate references and materials. Role playing with colleagues.
Designs and implements a multidisciplinary program for the treatment of specially handicapped children.	Evaluates how such a program is of benefit to specially handicapped children.	Investigate reading programs that are multidisciplinary oriented. Study references. Consult with specialists such as guidance counselors, speech therapists, etc.

7. **Detects and corrects problems of language deprivation in young children.**

Competencies	Criterion Behaviors	Learning Experiences
Professional Entry Level		**XVI-7-E**
Realizes that certain children, whose experiential backgrounds are quite different from those of the average child, do not make normal progress in reading.	Performs on test. or Writes report.	Attend lectures and discussions. Read professional references.
Realizes that standard English should and can be taught successfully as though it were a second language to children who speak nonstandard English as a result of cultural differences.	Same as for previous competency.	
Advanced Level		**XVI-7-A**
Assesses a child's achievement or potential through techniques that do not penalize him with rigidly defined time limitations.	Shares with colleagues a list and description of tests that can assess a child's progress in specific skill areas without setting rigid time limitations. or Reports on informal devices used to assess the progress of children with problems of language deprivation.	Utilize competencies from Module Thirteen on Diagnostic Evaluation of Reading Progress. Attend lecture and discussion.
Implements an intensified language-readiness program that makes use of a child's strengths and concentrates on eliminating his weaknesses.	Designs, implements, and reports on the value of such a program with children who have language handicaps.	Observe demonstration lessons. Attend lecture and discussion.
Provides numerous firsthand, vicarious experiences to promote	Develops an instructional bulletin.	Administers an inventory of experiences.

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Advanced Level (Cont.)		
self-expression and concept attainment: role playing, field trips, dramatizations, use of audiovisual aids, etc.	Obtains approval of faculty member. or Demonstrates use of such procedures to observing assessor in a practical situation.	Refers to literature for approaches and activities.
Adapts beginning reading programs such as the language-experience and individualized approaches to the needs of children with language problems.	Makes suggestions to students at the professional entry level. Explains how different approaches can be adapted to meet the needs of children with language problems. or Presents suggestions in the form of a paper suitable for publication in a professional journal.	Make classroom observations. Read literature on different approaches to beginning reading. Attend lecture and discussion. Acquire experiences with children.
Specialization Level		**XVI-7-S**
Provides special training for teachers and administrators in school districts that have children with problems of language deprivation.	Reports to faculty advisor on value of inservice program conducted in a school district. or Shares with faculty advisor syllabus of college course taught in this area.	Share role playing with colleagues. Utilize competencies from Module Fifteen, Instruction for Linguistically Different Learners.
8. Involves the parent in the cooperative effort necessary to help children with reading difficulties.		
Professional Entry Level		**XVI-8-E**
Develops a rationale for the role that parents can play in the education of children with reading problems.	Defends position paper.	Read professional literature. Interview administrators, specialists, teachers, and parents. Hold group discussion.
Advanced Level		**XVI-8-A**
Designs a format for an initial parent conference.	Shares format with and obtains approval of faculty member.	Study prepared questionnaires, information forms, etc. Observe demonstration conferences on videotape.
Conducts and evaluates initial conferences with parents using prepared format.	Conducts and/or supervises three parent conferences. Evaluates strengths and weaknesses of conferences.	Share role playing with colleagues.
Conducts ongoing conferences with parents to share information and to give an honest, sincere appraisal of the learning situation.	Conducts and/or supervises reporting sessions with three parents.	Practice with colleagues. Study references.
Specialization Level		**XVI-8-S**
Prescribes specific teaching strategies that parents can easily use to reinforce previous learnings.	Prepares ten prescriptive lesson plans for parents.	Consult with expert on training parents. Read journal articles.
Organizes and conducts group seminars to encourage the attitudes of parents towards reading.	Demonstrates competently before member of faculty.	Confer with school administration on procedures. Consult with expert on training parents.

MODULE SIXTEEN *(continued)*

Competencies	Criterion Behaviors	Learning Experiences
Specialization Level (Cont.)		
Designs an instructional bulletin for a school district on the role parents can play in helping children with reading difficulties.	Receives approval by a district's reading coordinator or faculty member.	Review instructional bulletins. Confer with principals and specialists. Refer to literature.
9. Contributes to the development of special reading rooms, clinics, or other facilities to aid children having reading difficulties.		
Professional Entry Level		**XVI-9-E**
Shows an understanding of the structure and elements of a special reading facility.	Reports on visitation to three special facilities. Provides description of each facility.	Visit facilities in universities and public schools. Confer with directors of reading centers. Study literature.
Advanced Level		**XVI-9-A**
Establishes guidelines for the referral and selection of children to a special reading center.	Presents guidelines in the form of a paper or oral report.	Read literature. Confer with experts in field. Examine procedures followed by school systems.
Examines the roles played by reading specialists and supervisors in contributing to the development of special reading facilities.	Presents paper. or Shares information with colleagues.	Refer to professional references. Confer with reading specialists and supervisors.
Specialization Level		**XVI-9-S**
Participates in the development of a special reading facility at a university or in a public school system.	Defends proposal to group of colleagues and faculty members. or Gains school district or university approval and implements proposal. or Serves as director or administrator of a special reading facility.	Write a proposal with the following elements: rationale, procedures for selection and referral, services, functions of personnel, testing, approximate costs, materials and equipment, and physical layout. Study literature on planning special reading facilities. Visit facilities in operation. Read descriptions of special facilities.
Identifies appropriate community resources for additional diagnosis and treatment of reading problems.	Distributes handbook after obtaining approval of college faculty member or school administrator.	Investigate existing facilities. Prepare handbook.
Identifies sources of funding for the development of special reading centers.	Describes ten possible sources. Reports on which of these sources is most promising. or Obtains funds for reading staff, materials, etc.	Study possible sources for funds, writing proposals for government and foundation projects. Further investigate most promising sources.
Explains results of tests and instruction to school and classroom teacher, relating the child's learning abilities and disabilities to the classroom situation.	Describes system for reporting results of instruction.	Prepare standard forms. Play role of teacher and principal. Confer with colleagues.

Plan for Continuing Assessment and Post-Assessment

The criterion behaviors or their equivalents should be used to assess each student's attainment of specific competencies. The assessor should judge whether a student has mastered a particular competency. If the student has not mastered a competency, the assessor should diagnose the reasons and recommend the learning experiences required.

Post-assessment conferences should be held periodically to discuss a student's overall progress through the module.

CONTRIBUTING CONSULTANTS

Donald L. Cleland, University of Pittsburgh
Harry W. Sartain, Director of Falk Laboratory School, University of Pittsburgh
Paul E. Stanton, University of Pittsburgh
George Becker, San Diego State College, San Diego, California
Sister M. Julitta Fisch, Cardinal Stritch College, Milwaukee, Wisconsin
Aaron Lipton, State University of New York at Stony Brook, Stony Brook, New York
Jimmie D. Merrill, Weber State College, Ogden, Utah
John E. Merritt, The Open University, Buckinghamshire, Great Britain
Joan Nelson, University of Pittsburgh, Pittsburgh, Pennsylvania
Wayne Otto, University of Wisconsin, Madison, Wisconsin
Jerome Rosner, University of Pittsburgh, Pittsburgh, Pennsylvania
Sister Marie Colette Roy, Cardinal Stritch College, Milwaukee, Wisconsin
Varda Stieglitz, Hampton Township Public Schools, Allison Park, Pennsylvania
John A. R. Wilson, University of California at Santa Barbara, Santa Barbara, California
Virgil M. Young, Boise State College, Boise, Idaho

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Chapter Eighteen

Treatment of Special Reading Difficulties: An Instructional Module at the Advanced Level

EZRA L. STIEGLITZ

INTERNAL
REVENUE
SERVICE

"All I said was, 'You're absolutely right, it was our mistake.'"

Reproduced by permission from
Changing Times. Artist: Lepper.

The preparation of an instructional module based upon a resource module requires several steps which include the following:

1. Determination of which competencies are generally appropriate for the teachers or potential teachers at the level of preparation where the module will be used
2. Specification of the exact procedures and instruments which will be used

for determining, through the preparticipation assessment, which competencies each individual has previously attained or still needs to attain during work with the module

3. Itemization of the learning activities, some of which may be taken from the resource module and others which may be added as a result of planning with the group concerned
4. Establishment of a relationship with a public or private school where it will be possible for the teacher-learners to practice and to demonstrate the stated performance competencies
5. Planning of schedules and strategies which will be used to deliver individual and group learning experiences to the learners at the times when they are needed by different participants
6. Establishment of techniques for recording and reviewing individual experiences and progress in competency attainment
7. Specification of the procedures by which individuals and groups may demonstrate their attainment of specific knowledge and performance competencies as they progress at different rates
8. Preparation of a guide for the learners—a statement of the modular objectives and procedures—so that individuals will know how to proceed in their day-by-day learning experiences
9. Planning for the utilization of faculty resources in carrying out the procedures of group instruction, individual tutoring, individual supervision of classroom practice, and individual or group assessment of competency attainment

The sample instructional module which is included here was used in the field testing of a part of Resource Module sixteen in a master's degree program. It illustrates one procedure that may be followed in planning resource modules, but there is a variety of other procedures which can be developed by creative faculty groups.

Introduction to an Operational Guide

A. The purpose of this module is to develop a repertoire of skills and knowledge necessary to effectively treat children with reading difficulties. Through work in this module the teacher should be able to:

1. Demonstrate an understanding of the nature and causes of reading disability.
2. Develop a case study for each child who has reading problems.
3. Follow a process of personalized ongoing evaluation in determining the reading difficulties of every disabled reader.
4. Identify materials that can be used for the treatment of children with reading problems.

5. Select from a variety of methods and techniques those that are appropriate for use with children.
6. Recognize the need to correct problems by increasing the rate of comprehension, by improving study skills, and by reading in the content areas.
7. Recognize the needs of different types of handicapped learners.
8. Involve the parent in the cooperative effort necessary to help children with special reading difficulties.
9. Contribute to the development of special facilities for children with reading difficulties.

B. It is essential that the participant, while proceeding through this module, be given the opportunity to work with children identified as having reading problems. A basic assumption of this module is the fact that children with specific problems—e.g., overanalyzation of words, speech defects—cannot be identified, catalogued, shelved, and later retrieved for the demonstration of a criterion behavior; it will not, therefore, be possible to develop every competency within the context of a real-life situation. Some of the competencies will, therefore, have to be based solely on an individual's perceived awareness of or familiarity with a particular method, material, or technique that can be used in the treatment of children with special reading difficulties. A variety of experiences with children in a classroom or clinical setting will give a person an opportunity to utilize the repertoire of skills developed through completion of this module.

C. All of the materials, techniques, and methods referred to in this module apply to the *concentrated* treatment of children in group and individual situations. This approach follows the thinking of Bond and Tinker who feel that the difference between remedial and developmental instruction is ". . . in the extent of individualization and in the study of the child rather than in the uniqueness of the methods or materials employed."* Stress is placed on the belief that no single formula of remediation can possibly work for all cases of reading disability.

D. There are certain competencies that an individual should possess before he is processed through this module.

1. Some of the competencies listed in the module, Diagnostic Evaluation of Reading Process, are prerequisite and corequisite to the competencies listed in this module. A few of the competencies in both modules are overlapping in order to promote the concept of *maintenance* or transfer of skills.
2. An understanding of basic word attack and comprehension skills is necessary before a student can attempt to diagnose and overcome unusual difficulties in this area.
3. It is recommended that the participant have experienced some successful

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* Guy L. Bond and Miles A. Tinker. *Reading Difficulties: Their Diagnosis and Correction.* New York: Appleton-Century-Crofts, 1967, p. 268.

classroom teaching, as determined by a school administrator or college faculty member.

Directions for Use of an Operational Guide

A. The purpose of this teacher education program is to provide participants with specific experiences necessary to attain specific competencies. Through this program, the participants are provided with the opportunity to progress at their own rates according to their individual needs and interests. It is the responsibility of each student to select experiences that will lead to the attainment of competencies in the treatment of children with special reading difficulties.

B. *Instructional Module*

1. Definition: A set of learning experiences intended to facilitate the student's acquisition and demonstration of a particular set of competencies at the advanced level. The instructional module is an operational component of a comprehensive resource module.
2. The competencies listed in this instructional module are knowledge and skills which are considered necessary for the effective treatment of children at the advanced level.
3. The criterion behaviors identified in the instructional module may be used to determine attainment of specific competencies.
4. The learning experiences in the instructional module are purposeful activities during which an individual prepares to demonstrate a criterion behavior. The student has the responsibility to make selections from the experiences listed or to provide his own experiences.

C. A *Resource Module* is enclosed to provide the student with a listing of competencies required at the previous level, i.e., the professional entry level and the next level, i.e., the specialization level.

D. The Competency Assessment Forms should be used by the participant as a formal method of recording and communicating attainment of competencies as he progresses through the instructional module. Each completed form should include the following:

1. The general competency as stated in the instructional module.
2. The specific competency or competencies as stated in the instructional module.
3. A description of the criterion behavior used to assess each competency.
4. An assessment dated and signed by an assessor indicating attainment or nonattainment of a competency (assessor's recommendations should be included for competencies not attained).
5. A listing of any additional competencies not included in the instructional

module, i.e., professional entry level competencies, specialization level competencies, revised advanced level competencies, and additional advanced level competencies.

Each form is to be submitted to the instructor upon assessment.

E. Each participant is required to complete a Weekly Reaction Form for each module. The purposes of this form are to:

1. Determine weekly progress.
2. Provide an estimate of time required to attain each competency.
3. Alert the staff to the learning experiences required in the upcoming week.
4. Obtain reactions to the content, operational guide, and concept of competency-based teacher education.

These forms need to be submitted to the instructors each Thursday.

F. *Field Sites*

Fritz Retsch
Ambridge Area Schools
States Street School
Baden, Pa. 15005
869-2197 Afternoons
869-4103 Mornings

Emily DeCicco
Community Education Action
Home—243-9666

Rita Bean
McKeesport Area Schools
Shaw Avenue
McKeesport, Pa.

Marilyn Christian—Ezra Stieglitz
Reading Center—C. L. 1017
University of Pittsburgh
Pittsburgh, Pa. 15213
621-3500 -X509

G. *Announcements*

Additional learning experiences and other pertinent information will be posted on a bulletin board.

H. *Professional References*

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Robinson, H. A., and S. J. Rauch (Eds.). *Perspectives in Reading No. 6: Corrective Reading in the High School Classroom*, IRA, 1966.

Roswell F., and G. Natchez. *Reading Disability: Diagnosis and Treatment*, Basic Books, 1964 or 1971.

Spache, George D. *Toward Better Reading*, Garrard, 1963.

Wilson, Robert M. *Diagnosis and Remedial Reading*, Merrill, 1967.

Zintz, Miles. *Corrective Reading*, Wm. C. Brown, 1966.

3. Books Available in Resource Room (1028 D)

Cleland, Donald L., et al. *Corrective and Remedial Reading*, Pitt Reading Conference, 1960.

Davis, Bonnie. *A Guide to Information Sources for Reading*, IRA, 1972.

Ekwall, Eldon E. *Locating and Correcting Reading Difficulties*, Merrill, 1970.

Johnson, M. S., and R. A. Kress (Eds.). *Perspectives in Reading No. 7: Corrective Reading in the Elementary Classroom*, IRA, 1967.

Jongsma, Eugene. *The Cloze Procedure as a Teaching Technique*, Reading Information Series: Where Do We Go? IRA, 1971.

Robinson, H. A., and S. J. Rauch (Eds.). *Perspectives in Reading No. 6: Corrective Reading in the High School Classroom*, IRA, 1966.

Smith, Carl B. *Establishing Central Reading Clinics: The Administrator's Role*, Target Series Book Two, IRA, 1969.

Smith, Carl B. *Correcting Reading Problems in the Classroom*, Target Series Book Four, IRA, 1969.

Smith, Nila B. (Ed.). *Current Issues in Reading*, IRA, 1969.

Spache, George D. *Good Reading for Poor Readers*, Garrard.

Strang, Ruth. *Reading Diagnosis and Remediation*, IRA + ERIC/CRIER Reading Review Series, 1968.

Yoakman, Gerald A. (Ed.). *Readability: Finding Readable Material for Children*, Pitt Reading Conference, 1954.

Smith, Carl B. *Treating Reading Disabilities: The Specialist's Role*, Target Series Book Three, IRA, 1969.

4. Annotated Bibliographies (Resource Room)

Fay, Leo. *Reading in the Content Fields: An Annotated Bibliography*, IRA, 1969.

Riggs, Corinne W. *Bibliotherapy: An Annotated Bibliography*, IRA, 1971.

Seels, B., and Dale E. *Readability and Reading: An Annotated Bibliography*, IRA, 1971.

Summers, Edward G. *Twenty-year Annotated Index to the Reading Teacher*, IRA, 1969.

Trela, T. M., and G. J. Becker. *Case Studies in Reading: An Annotated Bibliography*, IRA, 1971.

An Instructional Module at the Advanced Level

General Competency 1: Demonstrates an understanding of the nature and causes of reading disability.

Specific Competency	*Criterion Behavior*
Conducts a thorough analysis of three causes of reading disability with summaries of research findings.	Prepares paper or presents findings to group of students and/or faculty members.

Learning Experiences

Professional References

- Bond and Tinker, Chapter 5, 6 (discusses many factors)
- Dechant 1968, Chapter 3 (discusses many factors)
- Dechant 1971 (Ort) 188-193 (inadequacies in reading program); (Barbe) 231-230 (instructional causes); 187 (bibliography)
- Harris, Chapters 9, 10, 11 (discusses many factors)
- Natchez (Readings) 23-86 (emotional factors); 89-156 (neurophysiological factors), 159-216 (cultural factors)
- Johnson and Kress, 1967 (Eichenwald) 31-34 (psychophysiological factors)
- Rosewell and Natchez, Chapter 1 (general, with excellent bibliography)
- Strang, Chapter 2 (discusses many causes)

Refer to reading laboratory case study reports or case study reports in literature (Trela and Becker, annotated bibliography)

Consult with faculty.

General Competency 2: Develops a case study for each child who has reading problems.

Specific Competency	*Criterion Behavior*
Organizes and writes a case study report and a plan for remediation based on information pertinent to a child's reading performance.	Prepares two case study reports as a result of experiences with personalized diagnostic teaching.

Learning Experiences

Professional References

- Harris, 310-314 (sample format)
- Dechant 1971, Chapter 9 (a case study and how to prepare one)
- Cleland 1960 (Kress) 75-91 (sample case study)
- Roswell and Natchez, Chapter 10 (illustrative case histories)
- Trela and Becker, *Case Studies in Reading*, an annotated bibliography
- Dechant (1968), 28-32 (learning and behavior checklist, also on file in resource room)

Attend lecture on the preparation of case study reports.

Study a variety of prepared case studies to note format, style of writing, etc.

Refer to folder in the resource room on structures for writing case study reports.

Prepare case studies under supervision.

General Competency 3: Follows a process of personalized ongoing evaluation in determining the reading difficulties of every disabled reader.

Specific Competency	*Criterion Behavior*
Prepares, uses, and evaluates tools that can be used for the ongoing evaluation of reading skills.	Reports on the use of three instruments before colleagues and faculty member in three of the following skill areas: word attack, comprehension, oral reading, and study skills.

Learning Experiences

Professional References

Smith (Target Series No. 4), 38-40, 46-47 (checklists for word attack, comprehension, and study skills)

Harris, 172-174 (oral reading)

Examine "Barbe Reading Skills Checklist" (resource room).

View filmstrips on behavioral objectives as an aid for developing checklists.

Use checklists with children at field sites.

General Competency 4: Identifies materials that may be used for the treatment of children with reading problems.

Specific Competency	*Criterion Behavior*
Writes, designs, and constructs teacher-made materials that may be used in the correction of word-recognition difficulties.	Displays materials constructed such as tape recordings, charts, pictures, games, manipulative materials, simple stories using sight words, and typewritten stories written by pupils. or Reports on use of such materials in a teaching situation.

Learning Experiences

Professional References

M. Mattleman, *The Reading Teacher*, 25 (February 1972) 424-429 (suggestions for teacher-made materials)

J. Benbrook, "Criteria for Writing Informative Materials for Retarded Readers," *Elementary School Journal*, 56 (May 1956)

Workshop in which students learn how to construct a wide variety of materials.

Specific Competency	*Criterion Behavior*
Writes, designs, and constructs teacher-made materials that may be used in correcting difficulties with comprehension and with study skills.	Displays materials constructed such as tape recordings, charts, pictures, games, manipulative materials, simple stories using sight words, and typewritten stories written by pupils.

Learning Experiences

Professional References

M. Mattleman, *The Reading Teacher*, 25 (February 1972) 424-429 (suggestions for teacher-made materials)

J. Benbrook, "Criteria for Writing Informative Materials for Retarded Readers," *Elementary School Journal*, 56 (May 1956)

Workshop in which students learn how to construct a wide variety of materials.

Specific Competency	*Criterion Behavior*
Evaluates commercial materials developed for specific learning needs.	Reports the results of evaluation of different types of commercial materials, e.g., SRA materials, basal reading series, listening tapes.

Learning Experiences

Professional References

Cleland, 1960, Grose 121-133 (criteria for selecting materials for disabled readers)

Refer to folder containing prepared evaluation forms.

Materials for evaluation may be obtained from

1. Reading Lab Library
2. Carlow College Curriculum Library
3. Duquesne Curriculum Library
4. Hillman Film Library and Regional Instructional Materials Center (Room G20)
5. Schools Library of Western Pennsylvania (Northside—Babcock Blvd.)
6. Field Sites

Specific Competency	*Criterion Behavior*
Demonstrates familiarity with and administers two "formal" readability formulas: Dale-Chall, Spache, Flesch, etc.	Administers formulas and reports results for three books that are representative of three content areas. Compares to results of simple readability formulas.

Learning Experiences

Professional References

Spache (*Good Reading for Poor Readers*), Spache Readability Formula (pages depend on edition)

Seels and Dale, *Readability and Reading*, an annotated bibliography

Yoakam, Pitt Reading Conference (conference devoted to readability)

Examine readability formulas (available in resource room).

Participate in workshop.

Specific Competency	*Criterion Behavior*
Understands the use of the cloze technique as a measurement of readability, as a measurement of comprehension, and as an instructional technique in sentence comprehension.	Demonstrates knowledge and use of cloze technique in each of the situations listed.

Learning Experiences

Professional References

Seels and Dale, *Readability and Reading: An Annotated Bibliography*
E. Jongsma, *The Cloze Procedure as A Teaching Technique*

Refer to folder on "The Cloze Technique" by Paul Kazmierski in resource room.

Specific Competency	*Criterion Behaviors*
Studies research on readability and readability formulas and seeks improved procedures.	Explains findings in the form of a research paper. or Presents findings to students at the professional entry level.

Learning Experiences

Professional References

Seels and Dale, *Readability and Reading*, an annotated bibliography
Spache, *Good Reading for Poor Readers*, Chapter 4

General Competency 5: Selects from a variety of methods and techniques those that are appropriate for use with children.

Specific Competency	*Criterion Behavior*
Establishes criteria for evaluating the effectiveness of a particular reading method or program.	Gains approval by faculty member.

Learning Experiences

Professional References

Dechant 1968, 190 (brief description of methods used)
S. Rauch, "How to Evaluate a Reading Program," *The Reading Teacher*, 24 (Dec. 1970), 244-250.

Consult with reading faculty.

Specific Competency	*Criterion Behavior*
Evaluates the effectiveness of a particular reading method or of a program used with students in given situations.	Adequately investigates the effectiveness of a particular approach with students at the professional entry level or with classroom teachers.

Learning Experiences

Refer to professional references from previous competency.

Specific Competency	*Criterion Behavior*
Provides special activities for failure-oriented and other negatively motivated pupils that will stimulate their interests in reading.	Demonstrates motivation techniques in three role playing situations or with two groups of children.

Learning Experiences

Professional References

Bond and Tinker, Chapter 17 (background information on interests)
Dechant 1968, 172-175 (suggested activities)

Knowledge of appropriate materials (refer to competencies on materials in the resource module)

Classroom observation.

Demonstration lesson on videotape, "Motivating the Unwilling Learner."

Specific Competency	*Criterion Behavior*
Designs instructional procedures that may be used to detect and correct specific difficulties with word recognition.	Devises five exercises that can be used to detect and/or correct specific problems with word recognition. Uses in a practical situation when appropriate. Puts examples in resource file.

Learning Experiences

Professional References

Bond and Tinker, Chapter 12 (comprehensive)
Harris, Chapter 13 (background); 364-389 (correcting specific faults in word recognition)
Smith (Target Series No. 3), 58-60 (sample exercises and activities)
Roswell and Natchez, Chapter 5 (suggestions)
Ekwall (filled with concrete procedures)

Refer to the resource module on "Diagnostic Evaluation of Reading Progress." See competencies listed under "Diagnoses specific deficiencies in word analysis and recognition skills."

Refer to competencies on materials in resource module.

Participate in microteaching experiences.

Share sessions with colleagues.

Take a copy of "Suggested Games for Disabled Readers."

Specific Competency	*Criterion Behavior*
Devises instructional techniques for developing word meanings including the use of context clues and the teaching of word meanings through the systematic study of words and the use of the dictionary.	Prepares six lessons using different forms of media (e.g., workbooks, tapes, filmstrips, teacher-made materials, etc.). Uses in a practical situation when appropriate. Puts examples in resource file.

Learning Experiences

Professional References

Bond and Tinker, 283-91 (description of techniques for developing word meaning)
Smith (Target Series No. 3), 60 (sample exercises)
Harris, 400-413 (methods of teaching vocabulary)
Ekwall (filled with concrete procedures)

Refer to competencies on materials in resource module.

Participate in microteaching experiences.

Share sessions with colleagues.

Specific Competency	*Criterion Behavior*
Designs various types of exercises that may be employed both for diagnosing lack of sentence comprehension and for helping individuals understand the relations between various parts of sentences and the thought units within sentences.	Prepares five exercises at different levels of difficulty. Uses in practical situations when appropriate and puts examples in resource files.
Develops strategies that may be employed both for diagnosing lack of paragraph comprehension and for helping students to recognize the role of each sentence in relation to the others.	or Prepares instructional bulletin on the diagnosis and the treatment of comprehension abilities.
Designs various types of exercises that may be used for diagnosing and for teaching the comprehension of the relation between paragraphs.	or Helps three teachers correct problems with comprehension.

Learning Experiences

Professional References

- Bond and Tinker, 291-297 (sentence comprehension); 297-299 (comprehension of longer units)
- Harris, 413-422 (suggested activities for reading in thought units)
- Natchez (Robinson) 370-374 (key words in a sentence, key sentence in a paragraph, main thought in a paragraph)
- Ekwall (filled with good suggestions)

Refer to competencies on materials in the resource module.

Workshop on instructional bulletin preparation.

Specific Competency	*Criterion Behavior*
Recognizes the bases for inappropriate directional orientation habits: orientational confusions with words, transpositions among words, faulty eye movements.	Explains the concepts. or Performs on test. or Does brief written report.

Learning Experiences

Professional References

- Bond and Tinker, Chapter 13, "Treating Orientation Difficulties"
- Harris, 372-374 (reversal errors); 231-248 (lateral dominance)
- Zintz, 56-63 (reversal errors)
- R. A. Laurita, "Reversals: A Response to Frustrations?" *The Reading Teacher*, 25 (Oct. 1971), 45-51 (presents a new look at an old problem)

Lecture by an expert in the field.

Specific Competency	*Criterion Behavior*
Develops activities to diagnose and correct inappropriate orientation habits.	Prepares five lessons that may be used to correct different types of inappropriate orientation habits. Uses in practical situation when appropriate.

Learning Experiences

Refer to professional references from previous competency.

Experiences with children at field sites and/or microteaching.

Consult with expert.

Specific Competency	*Criterion Behavior*
Assesses the value of bibliotherapy in helping solve children's reading problems.	Prepares and defends a position paper on the value of bibliotherapy. or Participates in a panel discussion at a professional level. or Plans, implements, and reports on lessons with three pupils.

Learning Experiences

Professional References

Spache, *Good Reading for Poor Readers,* Chapter 3 (good overview of bibliotherapy)
Natchez (Shrodes), 311-340 (the author describes the interrelationships between the personality of the reader and the experiences portrayed in a book)
Riggs, *Bibliotherapy,* an annotated bibliography

Demonstration lesson on videotape.

General Competency 6: Recognizes the need to correct problems with rate of comprehension, study skills, and reading in the content areas.

Specific Competency	*Criterion Behavior*
Relies upon teacher-made tests and other informal procedures to determine the instructional needs of disabled readers in specific content areas.	Demonstrates the use of informal procedures for three content areas.

Learning Experiences

Professional References

Bond and Tinker, 412-420 (diagnostic and instructional procedures)
Fay, *Reading in the Content Fields,* an annotated bibliography

View videotape on "Diagnostic Teaching: A Junior High School Math Lesson" (available in the resource room).

Refer to the resource module on *Diagnostic Evaluation of Reading Progress.* See specific competency, "Devises and administers tests of literal and interpretive reading in each of the content fields" (p. 19).

Specific Competency	*Criterion Behavior*
Uses appropriate activities and materials to develop specific content area and study skills, i.e., multitexts, multilevel texts, pupil-team activities, reading guides.	Prepares three lessons for each of three content area subjects.

Learning Experiences

Professional References

- Robinson and Rauch (Jenkinson) 75-87 (Social Studies); Mallinson 88-101 (Science); (Muelder) 102-113 (Math)
- I. E. Aaron, *Journal of Reading*, 8 (May 1965), 391-401 (Math)
- Ekwall, 95-99 (skimming); 102-105 (dictionary skills); 106-109 (locating information)

Examine appropriate materials.

Lecture and discussion.

Specific Competency	*Criterion Behavior*
Experiments with materials and techniques for diagnosing and improving rate of comprehension and for developing flexibility in adjusting speed to materials and purposes.	Reports on the design of a series of exercises at different levels of difficulty that may be used for these purposes. Uses in a practical situation when appropriate. Reports on the value of these exercises.

Learning Experiences

Professional References

- Smith (Target Series No. 3), 63 (sample exercises for comprehension rate)
- Spache, *Toward Better Reading*, Chapter 15 (the machine approach)
- Harris, 499-513 (describes various techniques)
- Ekwall, 90-94 (activities for improving rate of comprehension)

Examine mechanical devices such as the Controlled Reader and SRA Reading Accelerator and study feasibility of using such devices (discussion and workshop at Reading Lab of Allegheny Community College).

Observe machines being used with children.

View demonstration lesson on videotape.

General Competency 7: Recognizes the needs of different types of handicapped children.

Specific Competency	*Criterion Behavior*
Examines how psychotherapy and psychotherapeutic principles may underlie the instruction of those children who are emotionally disturbed.	Establishes a rationale for adapting some of these principles in teaching situations. Defends this rationale.

Learning Experiences

Professional References

- Dahlberg, Roswell, and Chall, "Psychotherapeutic Principles as Applied to Remedial Reading," *Elementary School Journal*, 53 (1952), 211-217
- Roswell and Natchez, Chapter 4 (psychotherapeutic principles)
- Natchez (Arcieri and Margolis) 418-426 (description of various approaches)
- Berkowitz and Rothman, "Remedial Reading for the Disturbed Child," *The Clearing*

House, 30 (November 1955), 165-169 (special reading activities for the disturbed child)

V. Axline, "Nondirective Therapy for Poor Readers," *Journal of Consulting Psychology* (March-April 1947), 61-69 (definitely not outdated)

Interview or conference with guidance counselor or school psychologist.

Specific Competency	*Criterion Behavior*
Shows familiarity with methods that may be used with mentally retarded and dull-normal children.	Performs on test. or Makes brief oral or written presentation.

Learning Experiences

Professional References

Bond and Tinker, 466-471 (Makes suggestions. Refer to readings recommended by author.)

Dechant (1968), 162-166 (description of and suggestions for teaching)

Conduct interview or conference with specialist.

Observe demonstration lessons.

Handout on "The Slow Learner" in the resource room.

Specific Competency	*Criterion Behavior*
Knows what adjustments should be made in the classroom for those children who are visually handicapped.	Prepares a list of recommendations. or Assists three teachers who have such children in their classrooms.

Learning Experiences

Professional References

Bond and Tinker, 480-482

E. Kirk, "The Future of Reading to Partially Seeing Children," *The Reading Teacher*, 24 (December 1970), 195-202

Dechant, 1971 (Diskan) 204-219 (Eye problems. See glossary on pages 218-219.)

Lecture and discussion by expert in this area.

Specific Competency	*Criterion Behavior*
Reveals familiarity with the adjustments that should be made for children who have mild hearing deficiency or who are partially deaf.	Gives oral or written presentation.

Learning Experiences

Professional Reference

Bond and Tinker, 482-484

Lecture and discussion by expert in this area.

Conduct interview or conference with specialist.

Specific Competency	*Criterion Behavior*
Notes special procedures that should be followed with children who have speech defects.	Gives oral or written presentation.

Learning Experiences

Professional Reference

Bond and Tinker, 484-485

Lecture and discussion by expert in this area.

Conduct interview or conference with specialist.

Specific Competency	*Criterion Behavior*
Considers the role of subtle learning disabilities in the treatment of children with special reading difficulties.	Participates in a panel discussion on subtle learning disabilities at a professional level. or Defends a position paper on dyslexia. or Establishes an operational definition of dyslexia with remedial implications.

Learning Experiences

Professional References

- Harris, 202-208 (definition of dyslexia)
- Natchez (Bryant), 397-403 (principles of special instruction for dyslexia)
- Dechant, 1968, 177-180 (teaching methods)
- Dechant, 1971, 136-144 (types of dyslexia and bibliography on page 144)
- W. Rutherford, "What is Your DQ (Dyslexia Quotient)?" (informative question and answer article, *The Reading Teacher*, 25 (Dec. 1971), 262-266
- Nila B. Smith, 1969 (Botel, Schiffman, and Natchez) "Dyslexia: Is There Such a Thing?" 357-391

Film on learning disabilities.

Lecture and discussion by specialist.

"Checklist of Subtle Learning Disabilities" in the resource room.

Specific Competency	*Criterion Behavior*
Experiments with several special methods that may be used in teaching children with extreme reading difficulties: Fernald, Gillingham, Monroe, etc.	Uses at least three of these approaches in classrooms or laboratory.

Learning Experiences

Professional References

- Bond and Tinker, 471-480 (Fernald, Monroe, and Gates)
- Harris, 349-361 (word-recognition methods for severe readers)
- Nila B. Smith, 1969 (Harris) 392-405 (Special theories for teaching reading: Delacato, Kephart, etc.)

Observe demonstration lessons in clinics.

View videotape on demonstration of Fernald and Gillingham methods.

General Competency 8: Involves the parent in the cooperative effort necessary to help children with special reading difficulties.

Specific Competency	*Criterion Behavior*
Designs a format for an initial parent conference.	Shares format with and obtains approval of faculty member.

Learning Experiences

Study prepared questionnaires, information forms, etc. (on file in the resource room).

React to videotape on "Simulated Parent Intake Conference."

Specific Competency	*Criterion Behavior*
Conducts and evaluates initial conferences with parents using prepared format.	Conducts and/or supervises three real-life or simulated parent conferences. Evaluates strengths and weaknesses of conferences.

Learning Experiences

Role playing with colleagues.

Observe and take part in simulations on videotape.

Specific Competency	*Criterion Behavior*
Conducts ongoing conferences with parents to share information and to give an honest, sincere appraisal of the learning situation.	Conducts and/or supervises reporting sessions with three parents.

Learning Experiences

Practice with colleagues.

Assistance by faculty members.

General Competency 9: Contributes to the development of special facilities for children with reading difficulties

Specific Competency	*Criterion Behavior*
Establishes guidelines for the referral and selection of children to a special reading center.	Presents guidelines in the form of a paper or oral report.

Learning Experiences

Professional References

C. Smith, *Establishing Central Reading Clinics: The Administrator's Role,* Target Series No. 2

Conduct interviews and conferences with reading specialists and supervisors.

See folder on "Establishing Central Reading Clinics" in the resource room.

WEEKLY REACTION FORM

Title of Module: ______________________ Name ______________________

Week of ______________________

1. List specific competencies that were mastered this week. Describe experiences that led to the attainment of each competency. Indicate the approximate number of hours of work required to attain each competency.

2. List those competencies that were selected but not yet mastered. Describe experiences, if any, that were attempted with each competency.

3. List specific competencies that you plan to work on during the coming week.

Comment on any or all of the following items:

(a) the content of the instructional module

(b) the adequacy of the operational guide

(c) the concept and feasibility of competency based teacher education in reading

COMPETENCY ASSESSMENT FORM

NAME ____________________

General Competency* ____________________

Specific Competencies*	Description of Criterion Behavior Used to Assess Each Competency	Signature of Assessor		Date
		Competency Attained	Not Attained—Recommendation for Attainment	

* Listed from instruction module

GUIDE FOR VIEWING VIDEOTAPE

"Motivating the Unwilling Reader"

The lesson on this videotape demonstrates how special activities for failure-oriented and other negatively motivated pupils can stimulate their interests in reading. The tape was made at the Falk School with children in the primary group.

1. What evidence is there that these children are reluctant to read?

2. What types of motivational techniques were used?

3. Were these techniques successful?

4. Do you feel that competition is a healthy approach to motivating children?

5. What is the difference between internal and external motivation?

6. What other types of reinforcement systems could work with children?

7. Other comments:

GUIDE FOR VIEWING VIDEOTAPE

"Simulated Parent Intake Interview"

The purpose of this videotape is to develop an awareness of the structure and elements of an initial conference. The experience of viewing this simulated conference should lead to the design of a format for a parent-intake interview.

1. Define the roles of the parent and interviewer in the conference.

2. Develop an outline of the basic structure of the interview, i.e., introduction, school history, etc.

3. Develop a list of the questions that you would ask in a conference with a parent as a result of viewing this videotape.

4. Comment on the techniques used by the interviewer to establish and maintain rapport with the parent.

5. Do you feel that this was an effective initial parent intake interview?

6. Other comments:

GUIDE FOR VIEWING VIDEOTAPE

"Diagnostic Teaching: A Junior High School Math Lesson"

Diagnostic teaching requires that the teacher continually examine and reexamine student progress and insure that children are taught at levels at which they can succeed. The brief lesson on this videotape demonstrates the use of such an approach with a small group of junior high school students.

1. Describe how the teacher informally examines and reexamines each student's progress throughout the lesson.

2. Do you feel that this lesson is basically teacher centered, student centered, or student and teacher centered? How does this approach affect the lesson?

3. Comment on the value and appropriateness of the questions asked by the teacher.

4. What do you feel was emphasized most in this lesson: math concepts, math facts, or math procedures? Support your answer.

5. Other comments:

QUESTIONNAIRE USED FOR FINAL EVALUATION OF PILOT STUDY

Check appropriate boxes:

Staff ☐ Participant ☐

Treatment of Special Reading Difficulties ☐
Diagnostic Evaluation of Reading Progress ☐

Directions:

Please be specific when answering questions and writing comments. Support your responses with illustrations and examples. Use additional space if necessary.

Staff members are asked to comment on only those points considered applicable.

I. Content and Structure of the Instructional Module

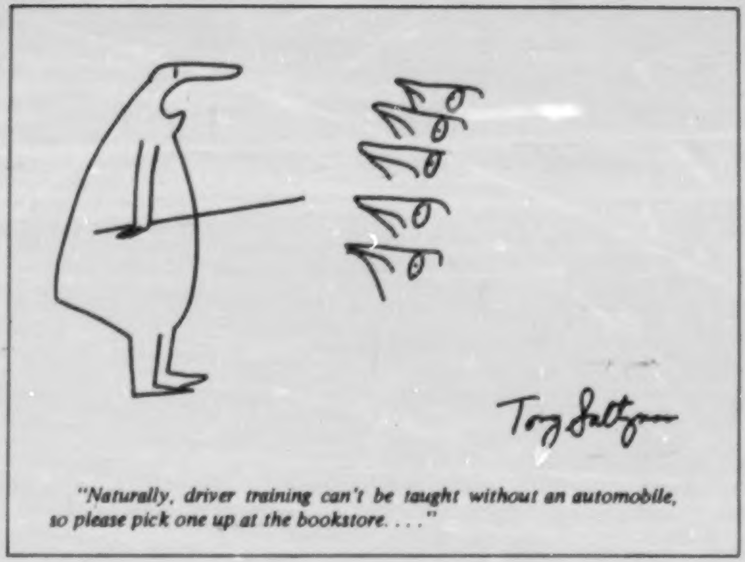
- A. Does the content, for the most part, meet the purpose of this module?
- B. Do the general competencies encompass the area under consideration?
- C. Do specific competencies lead to the development of each general competency?
- D. Are the specific competencies listed appropriately at the advanced level? Are there any that should be listed at a higher or lower level of competency?
- E. Were all of the criterion behaviors a realistic means of assessing the attainment of each competency?
- F. Comments:

II. Student Orientation and Management System

- A. Were the group orientation sessions effective in terms of
  1. introducing the concepts of the program and
  2. providing sufficient directions to function in the program?
- B. Were the individual preparticipation assessment conferences helpful in determining competencies in relationship to the instructional module?
- C. Did you find the special topics presented to the group on Mondays appropriate, helpful, and sufficient?
- D. Do you feel that the instructional materials available in the Hillman Library, the resource room, and the University book store provided sufficient professional references?
- E. Were the field sites adequate in providing experiences for working with children?
- F. Was there a satisfactory communication system established between the participants and the staff?
- G. Comments:

III. As a result of your experiences, comment on the concept and feasibility of competency-based teacher education in reading.

Name (optional) ______________________



"Naturally, driver training can't be taught without an automobile, so please pick one up at the bookstore. . . ."

Reproduced by permission of artist Tony Saltzman. From *Phi Delta Kappan.*

> . . . to this mix of pressures and counterpressures the schools respond by doing on any Tuesday just about what they did on the previous Tuesday. . . The problems are left with the teachers. Their proper leaders—the professional corps, the guild, the gatekeepers—exist only in name. There is no doctrine to unite them, no body of scholarship to legitimate them, no long investment in the preparation for teaching to command their dedication. . . .
>
> If better public education in better public schools is to be provided . . . the whole enterprise of education will have to be taken with greater seriousness. . . It can be done. The question is how to set such change going at a sufficient depth and on a sufficient scale to make a difference in the system as a whole. . . .
>
> —Harry S. Broudy
> *The Real World of the Public Schools*
> Harcourt Brace Jovanovich, 1972

QUALITY CONSIDERATIONS IN TEACHER EDUCATION

Chapter Nineteen

Early and Frequent Experiences with Children

JOHN C. MANNING

The Commission strongly recommends that all teacher education programs in reading provide for direct experiences with children early in the sequence and frequently throughout the sequence. Practiced educators conclude that such firsthand learning experiences are of major value even though evidence of greater teaching competence cannot yet be documented statistically. This chapter will provide recommendations for firsthand experiences in preservice preparation as they relate both to attitude development and to skills development. Obviously teachers who are involved with inservice programs already are working with children.

Attitude Development

It would be unwise to suggest that all teachers' attitudes toward children are formed during professional preparation years. More than likely, undergraduate education students previously have established their own standards for acceptable child behavior and have adopted various verbal strategies and emotional stances for coping with undesirable behaviors. Perhaps the first distress of the student teaching experience is the unpleasant discovery that many preconceived behavior control strategies simply don't work. The point to be made is that undergraduates come to teacher education programs with some long-term and well-established notions about children and about the ways children learn.

Unfortunately, however, most undergraduates in education are unfamiliar with child behaviors in modern school settings. And, it could be added, so are most parents.

Attitudes Related to School Background

Many of the attitudes toward children, schools, and learning exhibited by undergraduate education students are the direct results of prior schooling. If earlier personal school experiences were highly structured and teacher directed, and if these experiences resulted in school successes, then, more than likely, similarly structured procedures would be evident in the instructional protocols of the beginning teacher. And a contrary case for unstructured or pupil-directed school experiences could be made.

What seems clear is that one's own schooling, to a significant degree, affects subsequent classroom instructional behaviors and attendant attitudes toward learning and children.

Teachers of teachers, therefore, are not providing early and frequent experiences with children simply to develop wholesome teacher attitudes and sensitive instructional skills. Indeed, in many instances, the major task of the professor is to change the behaviors and attitudes of the undergraduate when such changes appear in the best interest of that student and the children to be taught.

Attitudes Affected by Cultural Background

Undergraduate attitudes toward children and learning have been affected by the attitudes of the college or university faculty; by existing public school attitudes expressed by pupils, teachers, and administrators; and by prevailing community attitudes expressed by parents and citizens. Another major factor affecting undergraduate attitudes toward children in school-learning situations is the cultural backgrounds of those undergraduate students. It is recognized that through acculturation and assimilation many cultural values have been compromised and some, lost; however, many cultural values do remain. In certain cultures, a high value is placed on education and the infallibility of the teacher is implied, though not always evident. Other cultures place no value on public education and have been legally sustained in their efforts to secure a home-community education for their children. Obviously, such cultural backgrounds will significantly affect the attitudes of undergraduate teacher candidates.

Another significant circumstance is religion, especially if the undergraduate's formal education has been completed in a church-sponsored school. Graduates of these schools often have similarly developed, definite attitudes relative to the learning environment and to the roles of teachers and pupils in that environment because the instructional practices and behavior-control procedures generally reflect the religious tenets of the sponsoring church. (This statement does not imply any criticism of such schools because obviously they serve the nation well.)

In summary, the undergraduate enrolled in a teacher-education program has been affected by many people, institutions, and ideas. This student is, then, an amalgam of prior experiences, personal attitudes, values, and goals. Because of prior school experiences and a particular cultural background, the student has evolved definite ideas about schools, about children's behavior in schools, and about what children need to learn. Firsthand experiences by a young adult working with children are necessary to offset any attitudes which are inappropriate.

Understanding Emotional Behavior

It would be difficult to imagine an undergraduate desiring a career as a teacher entering a preparation program without some extensive interest in and prior involvement with children in other than school situations. These relatively informal experiences, no doubt, significantly affect the attitudes of the undergraduate toward the behaviors of children in group situations.

The undergraduate, through informal observation and reflection, probably can observe a wide range of verbal behaviors and will conclude that the verbal activities of children affect the various roles which individual children play within the group. A wide range of individual emotional behaviors which affect and condition the dynamics of the group will also be observed. Further observation will reveal distinct changes in the emotional and cognitive dynamics of the group as individual behaviors are accepted or rejected by a recognizable, but not a definable, group consensus.

Frequent firsthand experiences will help the student develop strategies for curbing the aggressive or hostile child, perhaps by appeals to the child's sense of fair play or by appropriate reinforcement. The student also may develop sensitivities toward the child who is physically impaired, emotionally damaged, economically distraught, or culturally different. And strategies can be developed for including such children as active participants in group activities.

As a consequence of early experiences the undergraduate, upon entrance into a professional preparation program, should have developed some sophisticated competencies, both cognitive and affective, in dealing with individual children within the group and with the group in play or in learning activity.

Experiences in Different Program Phases

Following is a somewhat extensive discussion of five components of a teacher-education program which provides early and frequent experiences with children. It is tempting to be prescriptive here concerning the sequence and the duration of those experiences. However, the realities of institutional restraints, of financial and faculty resources, and of philosophical and pedagogical directions of existing teacher-training programs all compromise any such *ex cathedra* notions.

Experiences With Children in the Introduction to Education

Almost universally accepted as a component of the total professional preparation is an introductory course which has various directions and nomenclatures. Frequently, the content of this course consists of some activities in which the teacher candidate comes into contact with children in settings outside the school. Settlement houses, day care centers, youth organizations, and church-sponsored activities, for example, provide experiences for undergraduates. Generally, though not always, these sponsoring agencies also provide some supervision of the candidates' volunteer activities. Unfortunately, such experiences sometimes are far too narrow and are too far removed from the realities of child behaviors in school settings.

What seems needed is a more extensive and intensive experience involving at least three social units: the school, the home, and the immediate neighborhood or community.

It is difficult to detail a complete list of activities to be experienced, though some are obvious. In school settings the undergraduate could assist in playground or bus supervision, in the cafeteria, during indoor play and formal physical education programs, in hallway monitoring duties, and in caring for children who become ill in school. The undergraduate could investigate the school and neighborhood social life of a child experiencing difficulty in school learning. This latter, of course, is a natural extension of a school activity. All school activities, exclusive of the instructional ones, could be planned to permit maximum opportunity for undergraduates to participate meaningfully in the daily dynamics of an elementary school.

In family situations, the possibilities for social interactions are more extensive but perhaps more difficult to arrange. Accompanying mothers on shopping trips with vigorous school age children and their younger siblings can provide a revealing view of the strategies children employ to satisfy needs. Accompanying a parent and child for a dental appointment can provide an enlightening view of a child's emotional behavior. Recreational activities, such as family picnics or birthday parties, or even a routine task like babysitting, provide ideal opportunities to study child behaviors in family surroundings. What is sought is a clearer picture of child behaviors in home settings where the restraints of behaviors are determined by parental rather than school standards. Such knowledge, it is hypothesized, would provide a better understanding regarding why children behave as they do in school, and perhaps provide the undergraduate with strategies to foster wholesome social and emotional development of pupils.

Care must be exerted regarding the selection of the schools, of the school children, of the families, and, of course, of the community in which the first experiences are obtained. Also, the intellectual and emotional timbre of the undergraduate should be considered in making placements.

Inadvertently, we could provide opportunities with some children, parents, and schools which would be so satisfactory as to be classified as antiseptic. On the other hand, experiences could be extended which would be so emotionally, culturally, and economically debilitating that the undergraduate might not be able to place such circumstances in proper perspective. Perhaps, then, within each classroom or school unit, certain individual children and families could be identified to provide the undergraduate a wide range of experiences, both pleasurable and emotionally taxing.

One word of caution. When teacher training personnel come into contact with social units such as families and communities, the representatives of those institutions need to exert great care and sensitivity concerning the behaviors of those social units. People are as they are, and many do not want to be changed by snoopy outsiders. In all matters such as these where people, feelings, values, goals, and existing conditions interact, the responsibility for equanimity and social tranquility clearly rests with the social institutions.

Experiences With Children Related to Psychology of Learning

A course in the psychology of learning (with a major emphasis on observation of children) should also be included in the professional preparation sequence. The course should analyze human learning behaviors to the extent that such behaviors can be generalized and applied to classroom learning tasks.

Courses in the psychology of learning would be more effective in contributing to the professional preparation of teachers if relationships between controlled laboratory experimentation and school learning could be established. Or, at least, the laboratory experimentation could be justified on the basis of some hypothesized school objective.

There appears to be need for observations of children of various chronological age levels and of various intellectual capacities while performing similar and dissimilar learning tasks. These observations should be followed by analyses of the complexity of the learning task and of the behaviors of the pupil in confronting, succeeding at, or failing at that task. As teacher-education students observe children struggling to learn, the necessity for teaching strategies becomes obvious.

What seems very desirable is a psychology of learning course which focuses on the learning behaviors of children, utilizes procedures to analyze those behaviors in terms of task complexity, and provides opportunities for undergraduates to interact with children in a wide variety of unstructured and controlled child-learning situations.

Experiences in Observing Language Behaviors

The study of oral language development is critical to an understanding of language readiness factors as these factors relate to beginning reading instruction. Similarly vital is an understanding of the phonological and syntactical differences among various regional dialects of American English. In certain areas of the nation to a greater or lesser degree, reading teachers must be aware of and sensitive to language differences resulting from native language interferences, cultural and ethnic differences, and language impoverishment. All such language differences are readily distinguishable and need not be ultimate impediments to learning to read the written English language.

There are many language development activities which could involve frequent experiences with children. An analysis of the language differences (phonological, morphological, and syntactical) among various language groups could be accomplished through school and community interactions between undergraduates and children. Taped storytelling episodes or play-talk experiences would prove useful in determining specific differences among languages and in projecting difficulties that might arise when graphemic relationships need to be established in formal reading programs.

Language differences among children at various chronological ages similarly could be studied to determine different levels of oral language readiness at various levels in developmental reading programs.

The language development study proposed here, then, should include the following phases:

1. The study of the oral and written systems of the English language and the relationships between those two systems.
2. Developing phonetic transcription skills and interpretation skills with phonetic code systems.
3. Understandings of language differences gained through experiences with children.

Inductive Experiences in Methods

Pivotal to the development of highly efficient reading teachers is the undergraduate reading methods course. The reading methods course described here is built upon extensive experimentation and evaluation and was first cited in the literature by Durrell (*1*). Currently, such a course is taught by the Division of Elementary Education, University of Minnesota, on an academic-quarter basis. All activities of the course are conducted in the Minneapolis public schools. The support of a school system and the use of public or private school facilities are essential to the success of any course similar to the one detailed here.

The initial phase of the course includes intensive instruction in methods and in materials for tutoring a child with a reading disability. While educators may not agree that inexperienced undergraduate students should be used in instructing pupils who are failing in reading, past experience concludes otherwise. Several factors would support involvement of failing pupils in the undergraduate methods course. Undergraduate students are highly motivated by the challenge of helping a child with a reading disability. In addition, most classroom teachers and even remedial specialists do not have the time for individual, one-hour tutoring sessions. The failing child reacts favorably to individual attention; undergraduates, in turn, invest significant preparation time for the tutoring sessions.

This initial six-hour phase is conducted by lecture and by demonstration teaching. The content includes methods of reviewing vocabulary and reinforcing skills, methods of conducting oral reading for instructional purposes, and procedures for integrating game activities into the tutoring sequence. As the work progresses, there is continuous effort to correlate all tutoring with the efforts of the classroom teacher. All tutoring program content is taken directly from the classroom reading program.

The tutoring sessions are of forty-minute duration followed by forty minutes of critique, demonstration teaching, and lecturing twice a week. Public school pupils are assigned to the undergraduates on the basis of the undergraduates' age-level preferences. Priority is given to those public school pupils in greatest need of tutoring services as determined by the classroom teacher. The tutoring sessions are conducted in the regular classroom whenever possible, and it is not uncommon to have as many as four undergraduate tutors in one classroom.

The work of the undergraduates is closely supervised by the course instructor and by graduate students at the master or doctorate levels. The specific instructional plans of the undergraduate are reviewed for all tutoring sessions, and on-the-spot demonstration teaching by the graduate students or by the course instructor is a daily occurrence. Following the tutoring sessions, frank discussion is held regarding undergraduate performance. In large groups or in smaller informal sessions, observed methodology is critically analyzed and alternative techniques are specified.

As students gain experience, competence, and confidence, there is less need for critical analysis; and at a later point in the course, developmental reading methods are the major topics for study and discussion.

Concurrent with the initial tutoring efforts and continuing throughout the course, readings on the theoretical aspects of reading instruction are assigned with study guide questions. These readings are not generally discussed during the course although, if serious questions arise, they could be. The undergraduate is entirely responsible for the assigned readings aspect of the course, and periodic assessments are made.

During the second half of the course, undergraduates are assigned small groups of children. The group assigned to an undergraduate is generally the classroom reading group in which the tutored pupil is placed. At this point, the reading curriculum used by the classroom teacher is followed by the undergraduate. This procedure assures a sequential and correlated reading program for the pupils. As a part of the daily plan, the undergraduate prepares a ten-minute independent practice activity for his group; and while pupils use the independent materials, the university student discusses plans for a subsequent lesson with the classroom teacher.

As with the tutoring sessions, the classroom group experiences are closely supervised. Specific methodologies and practices are outlined by the course instructors and then practiced under observation by the undergraduates.

A highly sophisticated methods bank is available for independent study by the undergraduates. This methods bank is comprised of reading curriculum materials and accompanying magnetic tapes. These tapes direct the student through various skill sequences contained in teachers' manuals. The tapes also include specific directions for alternative methods, and actual classroom materials are included in each instructional kit. The instructional kits correspond to the various levels of developmental reading programs.

In addition to the self-pacing instructional kits, videotapes of demonstration lessons using various curriculum materials are available. The purpose of the methods bank is to provide immediate and continuing instructional assistance to undergraduates during the methods course on an as-needed basis.

In summary, the undergraduate reading methods course described here has at least four identifiable components. The first is development of understanding of the reading process and of the general field of reading instruction obtained through directed readings, through the use of detailed study guides, and through periodic assessments of undergraduate progress.

The second component is more practical and pragmatic. Through lecture and demonstration teaching, undergraduates are provided eclectic instructional techniques which are not peculiar to any one reading program but are adaptable to all. Third, the student is regularly involved with pupils. Through closely supervised tutoring and group instructional experiences, the undergraduate is provided an opportunity to test immediately the efficiency of the proposed methodologies and to determine the extent to which such techniques are compatible with his own evolving teaching styles. He can learn how children respond to different approaches and how differently they progress.

The last component of the methods course involves the individualized use of a methods bank of curriculum and instructional materials, magnetic and videotapes, and other electronic equipment to broaden one's knowledge of alternative techniques.

Professional Internship

The capstone of the undergraduate professional preparation sequence can be a year's internship program in the public schools, accomplished either in the senior undergraduate year in place of the student teaching experience or in a fifth year.

The internship year should include at least four types of public school experiences:

1. Observation of classroom instruction and participation in group-learning activities.
2. Development of instructional materials to intensify or reinforce pupil-learning activities.
3. Teaching under direct observation followed by participation in institutional critiques.
4. Longer teaching experiences with university supervision.

Presently, too many student teaching programs are confined to one or two classroom situations. Proposed here is a series of experiences during which a wide range of instructional competencies, teaching styles, and behavior modification strategies could be observed. Encouraged also is undergraduate participation in instructional tasks for groups of children at various chronological age levels and at various levels of achievement. These activities should be coordinated by a public school master teacher who is solely responsible for the supervision of the public school activities of undergraduates.

The master teacher/supervisor should be chosen jointly by the public school and the teacher-training institution, with the latter assuming all financial responsibilities. However, in some instances, where the number of undergraduates to be supervised is small, shared financial responsibility could be determined.

There is a prevailing point of view that dichotomizes student supervision responsibilities between college and public school and in all too many instances presents the undergraduate with conflicting values and methodological alternatives. That such values and alternatives exist is not at issue. What is debilitating to the undergraduate is that often a choice has to be made which compromises the already tenuous position of the undergraduate in the public school setting.

Another major impediment to highly efficient classroom service to children is the paucity of instructional materials which involve all pupils in meaningful individualized learning activities. There is a significant difference between curriculum materials which basically contain a content of skills or concepts to be acquired and instructional materials which assist the learner in acquiring that content. Considerable time during the internship year should be devoted to the preparation, classroom trial, and evaluation of these needed instructional materials.

At a point determined by the master teacher/supervisor, the undergraduate should assume full responsibility for a classroom instructional program in reading. This teaching should be done initially under the observation of the master teacher with ample time provided following the instructional sessions for critique and planning. These undergraduate teaching experiences should in no way relieve the certified classroom teacher of overall responsibility for the ongoing reading curriculum.

Gradually, and if appropriate, the observed teaching sessions would be reduced and finally replaced by supervised teaching experiences, a process which implies less frequent observations of shorter duration.

Both the teaching under observation and the supervised teaching experiences could be conducted in a number of classrooms at various chronological and achievement levels. This plan would not preclude a decision to spend more time in one classroom to develop a longer sequence of instruction. In this case, a shared supervisory responsibility between classroom teacher and the master teacher/supervisor should be effected.

Summary

Much controversy surrounds the professional education of teachers. Recent and past surveys of teachers in service have revealed quite negative attitudes concerning the adequacy of their own professional preparation programs. State legislatures vacillate in the direction and sequence of certification programs, and academicians traditionally have downgraded the college of education.

We have barely begun the very difficult task of developing a discipline of teaching, a science of teaching, if you will, which has its feet planted firmly on technical competence There remains, in spite of improvements in teacher education programing, an alarming lack of instructional expertise in classroom diagnostic teaching. Much of this is the obvious result of inadequate undergraduate experiences.

There appears to be a critical need for greater utilization of public school personnel and facilities in reading methods blocks and in other experiences in the teacher education program. Undergraduate professional preparation at present is too isolated from the realities of public school problems. Cooperative ventures between campus and school are needed if meaningful experiences for students entering the teaching profession are to be developed.

Much greater use of demonstration teaching and critique should be encouraged in all methods phases of teacher-education programing. Almost universally, proposed reading methods are never put to the test of books and children, and methodology is often studied as history. Clearly, if formal instruction has any relation to learning, such instruction should be applicable in real school situations in which future teachers work directly with children.

Colleges and schools of education need to address themselves vigorously to the major problems of reading instruction which exist in the schools. By confronting critical problems in the schools, by testing hypotheses and directions, by becoming involved in distressing curriculum and methodological decisions, by sharing instructional successes and failures, perhaps we all can learn. And, perhaps, out of this involvement will develop teachers who are so highly skilled in the diagnostic teaching of reading that educators will earn a new degree of marked respect from the public they serve.

REFERENCE

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Chapter Twenty

Demonstrations of School-Site Involvement Procedures

CONRAD SEAMEN AND ROBERT B. RUDDELL

The tiresome debate over whether firsthand experiences for teacher education should be provided in campus laboratory schools *or* in public schools often is based on concerns related to budget distributions and administrative power instead of being based on concerns for program quality. If our first aim is excellence of teacher performance and if we subscribe to the view that preparation at the truly professional level includes laboratory experiences, clinical teaching, and internship teaching, then we shall agree that students need experiences in both the controlled environment of the campus laboratory learning center and in the public or private schools.

The campus school is conveniently located, has the freedom to innovate without community repercussions, and has a faculty that is specially qualified, oriented toward teacher education, and professionally dedicated. The campus school can, therefore, provide certain carefully planned and closely supervised experiences which even the best public schools usually are unable to offer. In the campus center the students can see the most advanced practices demonstrated, and they can test themselves and their theories through sequences of brief laboratory experiences on the individual steps in the teaching-learning processes. Later, in public schools they can "put it all together" while experiencing some of the hard knocks of rugged reality and learning to cope with and adapt to divergent situations.

In this chapter, Seamen, who serves both as a methods course instructor and as a demonstration teacher, describes firsthand experiences in a campus laboratory school. Ruddell, a university professor of reading education and a leader in inservice education programs, describes an experiment in providing preservice and inservice education experiences in a public school which works cooperatively with a university. The research component in this public school experiment makes it especially notable, even though that phase cannot be explained here.—*Editors*

Part 1: Involvement Experiences in a Campus School

CONRAD SEAMEN

A little more than a decade ago, while schools of education were frantically trying to supply the nation's increasing demand for teachers, American industry and the Madison Avenue medicine men got together and decided to cure the reading maladies in the schools. The reformers peddled slick hardware, quickie cures, and miracle methods with a hard-sell that convinced the public, some professionals, and many beginning teachers to buy an easy ride to reading success in the classroom. The beginning teachers were, perhaps, most susceptible to the enticing blandishments of ad men and industrial public relations programs. Having been a passive participant in traditional methods courses and having had a minimal period of actual experience with children, these teachers could hardly be expected to resist buying a ticket to instant success!

Despite the tinsel, the success-or-failure scene in the 1960s looked all too familiar to the practiced eyes of many educational leaders. The problems of the reluctant reader, the learning disabled, the linguistically different, and the economically disadvantaged still littered the landscape. The most able readers and the troubled problem readers still were performing identical tasks at the same pace in most classrooms. Beginning teachers were pouring into the schools ill equipped to cope with the wide range of reading abilities they encountered, and educational leaders were worried about the eventual outcomes. The naiveté of expecting innovative materials and superficially learned methods to result in effective reading instruction was increasingly obvious, but preprofessionals seldom were given opportunities to try out different teaching techniques, to evaluate different materials, or to test their own competencies until they engaged in student teaching—the point of no return in their preparation programs.

Five years ago, being aware of these concerns, several faculty members at the Falk Laboratory School, University of Pittsburgh, set out to discover, implement, and test modifications in teacher-education practices which might be more effective. Wanting to know the recommendations of those people most involved in reading instruction, they asked student teachers, inservice teachers, administrative-supervisory personnel, and professors of education, "How can the preparation of teachers be drastically improved so that all children have the opportunities to become good readers?" The responses, not unpredictably, were quite similar:

1. Student teachers said they needed to get into the schools sooner and work with children much earlier.
2. Inservice teachers felt that methods courses would have been more valuable if they had involved children instead of studying without application.
3. Supervisory workers suggested that preprofessionals spend more time in the classrooms of superior teachers. They felt an indepth knowledge of a flexible, personalized learning environment would help students develop professional attitudes and a true concern for the improvement of children's education.
4. Focusing on direct involvement, professors of education asked that their students be placed in situations where the classroom teachers would imple-

ment competency-based course objectives and provide students with the opportunity to work with children at every stage of learning.

Clearly, the main thrust of these remarks was that students preparing for teaching need much more direct involvement with children, high quality experiences in learning methods, and superior supervision in their training.

In order to improve upon prior student experiences, the Falk School team decided, in cooperation with a few professors from the departments of Elementary Education and Reading-Language Arts, to experiment with certain methods course improvements on the campus school site. To establish quality control with consistent supervision and evaluation, the team attempted to articulate methods course objectives more precisely with participation experiences in flexible, personalized, professional development activities at four levels: 1) introductory experiences, 2) laboratory experiences, 3) clinical teaching experiences, and 4) internship experiences. Successes with these efforts to provide real professional education during the five-year period make it possible to recommend some of the following practices for consideration elsewhere.

Introduction to Personalized Teaching

In the sophomore year, before entering the school of education, some students were permitted to register for Introduction to Personalized Teaching—an individual tutoring experience offered under the direction of a master teacher. This course was planned to give the student an informal introduction to children's communication processes and to the related learning processes. Laboratory work with one or two children throughout the term provided opportunities for inductive learning at an introductory level of principles related to individual diagnosis, individual learning styles, instructional planning, and techniques of teaching different types of reading and language skills.

During his supervised work in this course, the student carried out activities such as the following:

1. Observed specific types of lessons taught by the master teachers and learned to relate the teaching of communications skills to specific learning theories through analytical discussions of objectives, procedures, and pupil responses.
2. Analyzed a child's difficulties by assessing background information and using simple diagnostic techniques.
3. Built an appropriate program to develop the child's communication skills, giving particular attention to the child's attention span, preferred learning modality, and rate of learning.
4. Selected or prepared appropriate materials, activities, and experiences to carry out the learning program and involve the child purposefully.
5. Kept a log of his activities and synthesized his notes as an informal case study on the child.

Questions may arise concerning the professional ethics of permitting an untrained novice to tutor individual children. However, it must be recognized that while a novice would not be prepared to work effectively with groups, almost any intelligent person can be of some real help to the individual child.

Through these firsthand experiences the college sophomore can discover some of the learning difficulties children have, the detailed knowledge of skills which is required for competent teaching, and why instruction must be differentiated instead of dished out en masse. Early experiences can transform the student from the usual passive pedant into an excited, seeking learner in future methods and psychology courses. These experiences also can help the student reassess the appropriateness of his career selection, allowing him ample time for a change before he has made further investments of time and money.

Laboratory Experiences in a Methods Course

An introductory course in reading and language arts, taught in the campus school during the junior year, made possible the immediate testing and application of instructional techniques while working with small groups of children in the classroom environment. This was one of five methods courses taught concurrently, and students spent their mornings or afternoons in the classrooms trying out different techniques that were introduced in the courses. Each student was encouraged to learn through experimentation which methods were most successful for him while attempting to utilize sound principles of instruction.

In his daily work with small groups the student:

1. Administered an individual reading inventory and used his findings to plan instructional objectives for small groups.
2. Demonstrated an understanding of linguistic principles by planning and teaching inductive lessons in three aspects of language structure: phonemes, morphemes, and syntax.
3. Stated specific objectives for teaching word-attack and study skills and planned lessons that could be incorporated into the cooperating teacher's unit plans.
4. Demonstrated an understanding of the comprehension construct by developing lessons that involved analysis of meaning, synthesis, generalization, and the acquisition of information.
5. Developed techniques to obtain vigorous pupil involvement by using appropriate teacher-made and commercial materials.
6. Developed literary appreciation along with listening, speaking, and writing skills by guiding children's participation in oral reading, choral reading, creative dramatics, puppetry, playwriting, or role playing.

Through this set of firsthand experiences, the student obtained an overview of the specific reading and language skills in the curriculum, learned how to organize groups for personalized teaching, and discovered the values of different instructional approaches.

Clinical Teaching: Student Teaching

While laboratory experiences give the student an opportunity to test different approaches and techniques that are recommended to him, clinical teaching gives the student responsibility for planning sequences of lessons which produce definite learning outcomes. Clinical teaching is closely supervised by a master teacher, and the student is helped to analyze his practices in detail to determine why some instructional efforts are more successful than others.

In the Falk School pilot experiments, most students at the student teaching level were ready for a clinical experience. During the student teaching block, two methods courses were offered so that students could continue to put into immediate practice certain teaching principles that they were learning. A special effort was made to coordinate the course study, the student teaching, and the evaluation of teaching competency. In order to fulfill this effort, the faculty developed a brief list of instructional tasks, representing teaching competencies, for the weekly student teaching requirements. The weekly tasks focused upon a particular theme, and during the two methods-class sessions during any week, the students were given an opportunity to learn what they needed to know in order to carry out the teaching tasks assigned for that week. The cooperating master teacher with whom each student worked observed the student's performance in fulfilling each of the tasks and noted the level of his competency. In the final evaluation of the student's work in the reading-language arts course, half of the grade was based on knowledge competencies demonstrated in class discussions and quizzes, and half was based upon the performance competencies that had been demonstrated in the classroom.

A few examples of the competencies that the student was expected to demonstrate in the classroom are the following:

1. Demonstrate skill in the diagnostic teaching of reading by utilizing information from records and evaluations to group the class three ways: power groups for developmental instruction, rotating skills refinement groups, and activity groups having different memberships for pleasure reading, projects, and enrichment.
2. Select a unit theme that draws upon all four of the language arts and relates to current concerns, educational needs, and available materials.
3. State unit outcomes in behavioral terms in several phases of the communications curriculum.
4. Evaluate and select a variety of materials, plan a unit project, involve children in pupil-teacher planning, and plan realistically for personalized teaching within the frame of the unit.
5. Accept the language habits of the linguistically different and gently assist

them to learn English patterns and constructive attitudes that will help them succeed socially and vocationally in other situations.

6. Survey and use five informal and formal instruments and techniques that are appropiate for diagnostic pre-assessment and post-assessment of reading and language skills growth.
7. Locate and utilize ideas in appropriate references on how to help overcome the disadvantages caused by subtle learning disabilities or perceptual-motor problems.

During this clinical teaching experience the student not only learned a great deal about the curriculum in reading and language arts but he also learned how to organize the classroom and how to utilize time, techniques, and materials for personalized diagnostic teaching. This culmination of his undergraduate professional preparation usually was found to be personally rewarding and also assured the capable student of maximum success in his future on the job. On formal evaluation checklists most students reacted appreciatively to these opportunities to learn and test many professional competencies. It was only the rare individual who seemed to prefer to obtain easy credits instead of professional competencies and who objected to the requirements for professional performance that were placed upon him.

Internship Experiences at the Graduate Level

The space and facilities at Falk School are too limited to make it possible to offer regular internship teaching experiences at the graduate level. However, internship experiences are provided for a few graduate students in two phases of reading-language arts—curriculum development and research. Here, individuals contract to work with selected faculty members and with a small research staff to obtain competencies such as the following:

1. Sequencing of curricular objectives and activities for nongraded curriculum according to research findings and accepted practice.
2. Writing curriculum materials of selected types, following recommended procedures in stating objectives, and having learning experiences, instructional resources, and evaluative techniques.
3. Demonstrating leadership traits that research and experience have proved to be useful.
4. Accepting and performing effectively in membership and leadership roles while working with faculty groups, demonstrating leadership traits that research and experience have proved to be valuable in certain situations, articulating problems for research in reading and language, planning procedures for attacking the problems, and initiating appropriate actions.
5. Participating constructively in selected phases of team efforts to solve problems through several types of informal and formal research.

6. Constructing diagnostic progress assessment instruments and other types of measurement tools that are needed for the improvement of personalized teaching practices.

Conclusions

Faculty members have felt that the teaching of methods courses along with doing daily demonstration teaching makes a heavy load. However, teachers have received so much professional reinforcement from the appreciative comments of the participants that most have been willing to continue to provide the necessary input into phases of the program that are being continued. They have indicated that one particular value of these experiences in teacher education is that students' time is utilized fully and profitably, but no additional time in the calendar year is required in order to add rich experiences.

Through formal evaluation questionnaires and informal comments students who have had these opportunities to be involved with children and operational functions at Falk School have indicated great satisfaction and enthusiasm. After taking regular faculty positions or going on to other study experiences, many of the participants from the Falk School programs have returned to express their appreciation and state the advantages which they are reaping from their laboratory, clinical, or internship activities in the school.

Elsewhere, many of the teachers who were preprofessionals during the sixties realize now that the easy ride they enjoyed then was over the ill-tended rails of a poor roadbed. Unfortunately, as we progress through the seventies, all the signals suggest that significant program changes must be adopted in institutions far and wide. The pages of research findings speak eloquently, saying that the teacher is the crucial variable which affects the child's reading success. Is it not time to make sure that future professionals are competent in teaching before they take over their own classrooms?

Part 2: Preservice and Inservice Education Experiences in a Cooperating Public School

ROBERT B. RUDDELL

Project DELTA at Berkeley, California, had inservice education as its main aim, with preservice education and the initiation of several types of closely related educational research as concomitant aims. The inservice education focused on five strands of learning which might be considered as competency-development modules. A strand leader was employed to take inservice leadership for each strand. Teachers in a public school which cooperates with the university in teacher education were given an opportunity to choose the strand in which they would like to improve their competencies, and they were divided into five groups for this professional study. Halfway through the year, they were encouraged to change strands in order to advance their knowledge and skills in a second phase of the teaching of reading and language.

The pages which follow are extracted from the lengthy report on the project written by Robert D. Ruddell and Arthur C. Williams and entitled *A Research Investigation of a Literary Teaching Model: Project* DELTA (U.S. Department of Health, Education, and Welfare, Office of Education, EPDA Project No. 005262, 1972). For the sake of brevity, all points related to the extensive research components of the project are omitted, and those points related to the professional education components are drastically condensed.

Brief Overview of the Project

Project DELTA was one of the five new, innovative reading-language programs funded in 1970-1971 by the U.S. Office of Education. The basic premise of the project was that the most significant agent for educational change is the classroom teacher who must assume the final instructional responsibility for implementing the curriculum and for assimilating new methods and technological developments into the educational system. Additionally, it was assumed that reading-language achievement gains stemming from Project DELTA would result from the development of instructional and performance strands compatible with the individual child's needs within the context of his school, home, and community.

The essential function of the project was to design and develop a teacher-training model focusing on the needs of a wide range of pupils with specific emphasis on the innercity child—a model which could then be transferred to other primary schools in a similar urban setting. Preservice teacher training in reading-language development was also within the model design and was to be developed on the site. In conjunction with the teachers at Washington Elementary School (Berkeley, California), the project staff developed the five strands of the model: 1) oral and written language, 2) literature and self-concept, 3) comprehension and critical thinking, 4) decoding, and 5) parent participation. The research design of Project DELTA was considered basic in examining the impact of the model on pupil achievement. This research development aspect is of particular interest because newly designed instruments and stimulus situations were used in conjunction with pre/post measurement on selected standardized tests.

Stages of the Project

From inception to conclusion, Project DELTA moved through a precise series of stages which have been indicated below to provide the reader with an overview of the project's development.

April, May, and June 1970: Initial project preplanning with a limited staff. During this stage the general direction of the project was formulated, new instruments were designed, and initial contact was made with teachers and administrators to be involved during the following year. A videotape was developed with each teacher using a specified literature selection for the purpose of describing teacher questioning levels and strategies.

July, August, and September 1970: Intensive preplanning during which the total DELTA staff formulated the general scope of the project strands, reacted to the initial project design, and formalized project goals and objectives.

Late August and Early September 1970: Three-week summer institute for participating teachers, who worked with consultant speakers on reading and language instruction.

September 1970-January 1971: Teacher participation in first strand. During this stage each teacher remained within a single strand and participated in weekly seminar meetings (strand development) on the basis of individual interest.

October 1970: Pretests of children and initial oral interviews of the selected sample at each grade level.

Late January 1971: Teacher and staff-conducted workshops presenting strand information and materials to total staff.

February-June 1971: Teacher participation in second strand. For this series of weekly seminars, all teachers were required to shift to a different strand.

May 1971: Post-tests of children, second oral interview of selected sample, and videotape of each teacher conducting a specified lesson.

Mid June 1971: Final institute, workshops, and evaluation of the project.

Design of the Program

The formal program was developed in accordance with two fundamental criteria: first, that components of the program be relevant to the needs of the school population (students, teachers, community) and, second, that each component have potential transfer value for use in a similar urban primary school setting. The major components of the formal program consisted of 1) knowledge and information derived from other academic disciplines, 2) formulation and organization of curriculum and learning environment, and 3) performance competencies of classroom teachers.

Knowledge and Competency Component Guidelines

As a result of examining academic disciplines, the following areas received special emphasis in developing the training model:

1. The study of basic language concepts holding implications for understanding children's language growth and development (linguistics, psycholinguistics).

2. The study of the interrelationship between the oral language system and the written language system (linguistics).
3. The examination of syntactical elements producing distinct meaning changes within and across sentences (linguistics, psycholinguistics).
4. The study of dialect differences of significant value in reading-language instruction for teachers and children speaking standard and nonstandard English respectively (sociolinguistics).
5. The study of concept development and thinking strategies (psychology, psycholinguistics).
6. The examination of oral and written expressive forms through children's literature and through analysis of samples of children's oral and written expression (arts of expression, linguistics).
7. The study of socioethnic variables and school and community relationships (sociology, social psychology, sociolinguistics).

To formulate instructional concepts and objectives designed to meet the needs of individual students and to apply background knowledge to develop various components of the reading-language curriculum, guideline questions such as the following were used to stimulate discussion by the teachers participating in the program:

> What reading-language abilities and attitudes should be developed in the schools? In a specific classroom? With a particular child?
>
> How can specific learning experiences be organized to result in maximum achievement as well as maximum positive attitudes toward a reading-language program?
>
> How can the various aspects of communication skills development be sequenced and integrated for maximum achievement and attitudinal results?
>
> What teaching methods and techniques are of greatest value in developing specified reading-language abilities and attitudes?
>
> What resources (personnel, evaluation instruments, materials) are necessary for achieving the desired results?

One phase of the project—in seminars and in strand development—was designed to help teachers either acquire or improve upon competencies in the following areas:

1. The ability to assess language maturity in oral and written expression and utilize the information obtained as the basis for the reading-language program. Special provision was made for developing evaluative competence by devising functional observational scales for oral and written expression.
2. The ability to assess critical thinking skills and to use the resulting information to formulate a program for developing reading and listening comprehension skills. The training model focused on this factor by helping teachers understand a) the formulation of factual, interpretive, and applicative

questions and b) the appropriate use of questioning strategies in the reading-language curriculum.

3. The ability to assess decoding (word attack) and spelling ability and to use the resulting information in designing instructional approaches leading to independent decoding and spelling abilities. The training model provided for the development of generalizations accounting for letter-sound and letter-pattern/sound-pattern relationships, the use of structural analysis in decoding and spelling, and the use of meaning clues as an aid to decoding. Attention was also given to the sequencing of decoding skills as related to individual variation in the classroom.
4. An understanding of children's literature to a) develop motivation, interest, self-reflection, and understanding and b) to account for children's interests, conceptual development, personal adjustment, and reading achievement level. Also stressed was the importance of story telling and story reading by the teacher and by youngsters in the classroom.
5. The ability to organize and administer the classroom instructional program to provide for individual achievement variations—aspects such as multi-aged grouping, homogeneous grouping, and classroom organization plans ranging from complete individualization to ability and interest grouping.
6. An understanding of child-parent and child-community interaction as related to the reading-language program, providing for improved understanding of cultural and ethnic variation within the school community. The development of school-community interaction with an emphasis on understanding and respect for parents and an acceptance of their involvement in school activities.

Collecting Data About the Process

The data of the study were collected by the following techniques: 1) weekly logs recorded by strand leaders, assistant director, and director; 2) audiotape recordings of weekly seminars; 3) videotape recordings of classroom instruction, workshops, and seminars; 4) detailed notes based on weekly seminars recorded by assistant director and director; 5) observations of classroom instruction recorded by the DELTA staff working with the Washington School teaching staff; and 6) observations by the project director of the DELTA staff working with the Washington School teaching staff. These data were collected primarily to provide a detailed description of the process used in developing the DELTA inservice model. Key guide questions were formulated in order to search the description for conclusions and recommendations which might be helpful in developing and implementing future inservice and preservice teacher-training models.

Developing and Implementing the Project Strands

In developing the five inservice education strands, a broad overlap existed. There were preplanning meetings during the summer; institute phases were designed to provide stimulation and information for each strand; and initial confrontations occurred between the project staff and the teaching staff regarding the degree of predesigned structure the teacher felt was being imposed by the DELTA staff. Given this broad overlap of process, we can now examine one strand as an example of how each was developed.

The *oral and written language strand* emphasized six aspects of the child's linguistic behavior.

1. *Quality of thought:* originality, imagination, intellectual curiosity, and use of relevant information.
2. *Organization of expression:* use of language to introduce, develop, and conclude ideas; sensitivity to audience as indicated by sequencing and relationship of ideas.
3. *Quality and control of language:* range and precision of vocabulary, knowledge of concepts, and diversification of both sentence pattern and innersentence style.
4. *Fluency of language:* quality of language and the appropriateness of that quality for the desired purpose.
5. *Personal response to language:* the pleasure and enjoyment derived from using language.
6. *Technical skills:* style switch, inflection, articulation, usage, and punctuation.

An observational scale for evaluating oral language development was devised in order to eliminate dependence on the expensive process of recording, transcribing, and analyzing individual oral interviews.

In developing the oral and written language strand, oral language (together with its counterpart, listening) was viewed as a primary cognitive-linguistic operation. Written language was viewed as a secondary cognitive-linguistic operation since research indicates that the ability to become an effective writer is closely related to oral language ability. Thus, if oral language is viewed as primary and written language as secondary, then the school should give preferential emphasis to oral language. In other words, as the base for all other language operations, oral language should be developed in a meaningful and effective curriculum; written language, on the other hand, would follow and complement the oral language curriculum.

The overall goal for each strand should be interrelated with every other strand in order to produce *one* reading-language program. Briefly, the oral and written language strand related to the other strands in the following ways:

Relation to Decoding. Children's stories, first spoken and then written, provided substance for decoding skills. Words from the stories would be used for phonetic analysis, structural analysis, and analysis of other components.

Relation to Comprehension and Critical Thinking. Children's oral and written stories furnished a base for developing questioning strategies at the factual, interpretive, and applicative levels.

Relation to Literature and Self-Concept. Because a viable program in oral and written language depends upon the rich language input of literature, the relation between these strands seems self-evident. In addition, accepting the child's language as the instructional base fosters the child's positive self-image.

Relation to Parent Participation. Awareness of the impact of the home upon the language of child indicates that school and home should relate more closely. Project DELTA foresaw that parents would act as scribes for their children's stories, would read interesting and exciting literature, would engage in conversations, would play word games, etc.

During the initial strand formulation, the project staff engaged in a series of meetings somewhat analagous to meetings of a psychological encounter group. Some DELTA staff members were viewed as child centered, and these members insisted that all curricula be so based; others were viewed as basic-skills centered. In a different context, some staff members were considered nonstructured whereas others were considered overly structured. However, the problem of working harmoniously was resolved through honest, open discussions, candid conversations, and the breakdown of rank. No person was viewed as higher than another; consequently, no idea was better than another. All staff members agreed upon the goal of creating the finest reading-language curriculum possible, and this goal undoubtedly helped unify the group.

For the summer institute, pertinent articles were identified, reproduced, and provided to participants since the teacher's intellectual growth was a main consideration of the project. During the course of developing the strand, debates and confrontations certainly occurred before the final strand goals were formalized. To a degree, several teachers were skeptical about what else was hiding in the basement (the on-the-site location of Project DELTA); i.e., some feeling existed that the total scope of the project was not being presented to the teachers. However, as teachers became better acquainted with the DELTA staff, this suspicion abated.

One interesting feature was that initially teachers requested *recipes* for creative oral and written language lessons while simultaneously asserting that DELTA was imposing too high a degree of structure. Because of this, the strand leader allowed development to proceed in accordance with the teachers' desires. However, after four weeks of weekly meetings, classroom visits, demonstration teaching, and individual conferences, the teachers indicated they were frustrated by a lack of structure and a sense of nondirectionality. Thus, the decision was made to diagnose children in particular language areas and to follow each diagnosis with specific teaching activities.

Weekly strand seminars were devoted to presenting, discussing, revising, and rejecting oral and written language lessons. When one teacher presented a lesson accepted by the group, other teachers would try that same lesson in their classrooms. This method provided feedback on the usefulness of a specific lesson.

In addition to strand seminars, demonstration teaching proved particularly effective; rather than the strand leader's observing the teacher, the teacher had the opportunity to observe the strand leader. There were also individual conferences ranging from casual chatting while eating lunch or walking down the corridor to formal prearranged meetings.

For the September through January period, the culminating activity resembled a bazaar or carnival. After a brief statement by each strand member about his area of specialization, the teachers were invited to shop for new ideas at the different booths. In a section of the multimedia room, each strand member arranged such wares as story charts, children's books, recordings, videotapes of lessons, and a puppet demonstration with children who had agreed to remain after school. Another key ingredient of the culminating activity was an oral and written language notebook containing sample lessons.

Members of the second oral and written language strand (February through June) were self-selected; i.e., all teachers were allowed to choose the new strand in which they would participate. Nine teachers—many influenced by the culminating workshop—joined the strand; because of the large number of teachers involved, two weekly strand meetings were arranged—one in the morning and one in the afternoon. Consequently, the time spent with each teacher was less than it had been during the first strand which had fewer members. However, demonstration teaching, team teaching, tutoring of children, and individual conferences occurred with the new group just as with the original group.

The second strand group elected to apply the idea contained in the notebook rather than to create new lessons. For the first category, language enrichment, all teachers emphasized sentence stretching; for example, moving the child from "I saw a flower" to "Yesterday while walking to school, I saw a small white flower." Much time was spent on this activity, with each teacher offering new techniques. Additional topics included books created by children and the concepts of literature as a motivation and a base for writing.

For the culminating activity of the second section, teachers arranged a room with language games, children's books, poems, videotapes of creative dramatics, etc. Other teachers browsed and discussed ideas with strand members. Although there was no product such as the notebook, strand members reproduced their oral and written language lessons for the use of other teachers. The formal presentation of the second section was a group discussion on "How to Get the Reluctant Writer Writing."

Preservice Education in Reading-Language Arts

In previous years, student teachers assigned to Washington Elementary School did their practice teaching in the classroom and then returned on specified days to the University of California campus for course work in reading-language arts, mathematics, social studies, etc. However, because Project DELTA incorporated a preservice education component, it was arranged for the sixteen preservice students to remain at the school site for their course work in the reading-language area. In addition to adhering closely to content initiated during the summer institute, the rationale and framework for the preservice course paralleled strands the project was developing with the supervising teachers.

At a seminar meeting during the summer institute, the class instructor and the supervising teachers discussed the reading-language course, selecting the content and suggesting the following sequence for introducing the material to student teachers:

1. Classroom Organization and Climate
2. Evaluation of Reading Progress
3. Oral and Written Expression
4. Comprehension and Critical Expression
5. Decoding
6. Literature and Self-Concept
7. Parent-School Relations

(Notice how closely these topics correspond with the topics eventually chosen as module themes by the IRA Commission.)

For each content area of the course, students received copies of a bibliography and at least one article providing a rationale and framework for reading-language arts at a cognitive level approximating the student's development.

Project staff members supervised five of the sixteen student teachers; various activities for the reading-language course were conducted in the DELTA facilities; and project equipment, such as audio- and video-recorders, was readily available to preservice students.

Soon after the opening of school the supervising teachers and the instructor decided to divide into two weekly meetings the three-hour time block scheduled for the reading-language course. During the first meeting (one hour) students would be introduced to content by such means as colored slides featuring classroom grouping practices or use of observational scales to assess oral and written language, decoding, and self-concept, for example. The DELTA strand leaders were also invited to present to the class the content of each strand.

At the end of this first hour, the students were assigned tasks—ranging from individual to small-group assignments—to be completed prior to the next two-hour class meeting. Individual tasks included such activities as administering an informal diagnostic inventory to a child reading below grade level or conducting an informal interview using an interest inventory to determine a child's preferences, interests, and hobbies related to reading. Each student teacher met individually with the instructor to evaluate results of the informal inventories. Small-group assignments included three classroom observations occurring at a point in the course when preservice students were discussing classroom organization, oral language activities, and comprehension and critical thinking skills. Supervising teachers (five per demonstration) planned the lessons to exemplify the content being discussed. Three student teachers and the course instructor attended each classroom demonstration. As a guide for focusing on specific features, students used checklists pertaining to the demonstration content.

The weekly two-hour session, devoted to small-group discussion related to the demonstration lessons, provided an opportunity for students to share observations and reactions to classroom demonstrations. Following this sharing activity, the group critiqued the checklist as both an observational tool and an evaluation instrument.

In summarizing the preservice reading-language course, the following positive aspects were identified:

1. Class sessions were conducted at the school where students were practice teaching.
2. The supervising teachers and the instructor jointly developed the course content, activities, and evaluation procedures.
3. Student tasks, which supervising teachers considered important for training in reading-language arts, were developed.
4. Supervising teachers helped illustrate theory in practice by participating in classroom demonstrations.
5. Preservice teachers' classroom responsibilities were coordinated with course assignments and tasks.
6. By observing student teachers in the classroom, the instructor was familiar with their experiences.
7. Supervising teachers accepted the course content as an important structure to be developed with preservice teachers.

During the final evaluation of the preservice reading-language course, the following negative aspects were mentioned:

1. Ten weeks constituted too short a period to adequately prepare future teachers in reading-language arts.
2. Students seldom found time to read background material pertaining to topics being discussed in the course.
3. Divergent philosophies of reading and language instruction prevented several students from obtaining information necessary to them as future teachers.
4. Concern with discipline problems or preparation of teaching assignments for the following day interfered with maximum participation in course work.

Possibly each factor could be resolved if instructors and students expended the time and energy necessary to identify other solutions to these problems.

Some Conclusions

The experience of Project DELTA indicates that inservice professional development programs should move to the school community and be implemented in an on-site location rather than at the central administration office or in a university classroom—both remote from day-to-day teaching realities. Although total staff involvement in a project is desirable, some degree of self-selection should be considered in regard to teacher participation. Those few teachers with no desire to participate will require a disproportionate expenditure of staff time and effort if their involvement is demanded.

Development and implementation of the professional program should initially involve a planning team including the school principal and teachers selected by the school staff. Project and school staff members who are intensively involved in formulating the framework for the curriculum model should anticipate the interchange-confrontation sequence of proposal/counter-proposal/joint proposal as described elsewhere. An understanding of the psychology of this process will be of sustaining value to the planning team when the first confrontation occurs with the school staff.

As various instructional components of the training model are developed, another necessary provision is for teacher options. In the case of Project DELTA, five strands were initiated at the beginning of the school year with each teacher electing to participate in the strand of his choice. As the model continues in the on-site location, the majority of teachers will eventually rotate through the strands from first through last choice options.

Extensive summer preplanning by the project staff, school principal, and representative teachers is required to facilitate the fall initiation of the professional development model. A concentrated institute effort preceding the opening of school is highly desirable for familiarizing teachers with the nature of the process and the proposed content of the curriculum model.

From the DELTA institute of three weeks, it was concluded that the shorter time span of two weeks would more effectively guarantee teacher participation and institute efficiency. A desirable format would consist of having a consultant speaker in the morning to be followed by an opportunity to interact with the speaker as content is related to classroom instruction. Small group discussions should occur early in the afternoon.

Throughout the school year, time must be provided for teachers to participate in the self-selected strands. Hopefully, educational systems will soon recognize the necessity for teacher release time for professional development; however, until that innovation occurs, a regular weekly meeting should be scheduled before or after school. The strand leader should encourage teachers to contribute to the developmental process and content of the strand. Classroom ideas should be shared and related to the strand framework reflecting children's instructional needs. This idea of sharing can be greatly facilitated by rotating the weekly location to classrooms of individual strand members. The group should anticipate strand culmination several weeks in advance and plan an opportunity to share professional development with the total school staff.

By developing the preservice reading-language course on the school site, direct cooperation was obtained from master teachers involved in Project DELTA. These teachers actively participated in helping plan content-related activities and evaluation procedures for the preservice reading-language course. The teachers were highly supportive in translating theory into practice by teaching classroom demonstration lessons. Student teachers were thus involved in instructional activities which supervising teachers considered important for professional training.

Student teachers' classroom responsibilities were closely coordinated with activities and tasks in the reading-language course. By observing preservice teachers in the classroom instructional setting, the DELTA staff instructor became familiar with their successes and difficulties and adjusted the reading-language course content accordingly.

The greatest limitation encountered in the reading-language course was insufficient time to deal with skills and content needed by future classroom teachers; this limitation, however, also existed when the course was taught at the university. Student teachers reacted positively to the DELTA preservice course and requested that the thirty class hours be extended by ten hours in order to cover specific topics in depth.

Master teachers not only supported the course content but also expended extra effort to help student teachers understand the nature of DELTA strand activities which the master teachers were developing. This effort benefited both student teachers and master teachers, who often discovered that their explanations required careful rethinking of the rationale for the strand activity development.

The basic purpose of Project DELTA was to design, implement, and evaluate an inservice professional development model to enhance literacy teaching abilities, thereby effecting substantial impact on children's reading-language achievements. The data indicate that teacher behavioral change did indeed occur as reflected in achievement growth by children in kindergarten, grade one, grade two, and grade three. Many of these reading-language gains were not only significant statistically but also significant from a practical, applied standpoint. In addition, the conclusions of the DELTA study provided insight into the process and content of model development.

Chapter Twenty-One

The Language Arts Foundations of Reading

DORIS V. GUNDERSON

Reading is but one aspect of language and must always be considered in terms of its relationship to all other aspects of language development. The child's reading growth cannot surpass his general language growth because the development of his reading skills is based largely upon his prior learning of listening and speaking skills.

It is to this total language development of a child that this chapter is directed. What does a teacher need to know about language and about the ways children encounter and learn to deal with their language? The teaching of reading does not take place in a vacuum—it takes place in the presence of a child who listens and speaks. How do the four aspects of language—listening, speaking, reading, and writing—relate? What is the sequence of development of these four aspects? What is the difference between linguistic competence and linguistic performance? It is to these and other questions that this chapter is directed.

Language Beginnings

Studies of language acquisition have revealed that the young child in all cultures acquires language as a part of his normal development. By the time he enters school at the age of five or six, he has been using language for some time. The first utterances of infants are cries, products of a physiological state (*6*). Brown has said that generally children say a first intelligible word some time during the second six months of life. Most children say many words a few months later, and at about eighteen months, they probably begin constructing two-word utterances (*1*). Lenneberg has said that there is only one language acquisition strategy; it is the same for all children all over the world, and it is correlated with age in all cultures of the world (*7*).

Listening and Learning

The child understands what is said to him before he is able to communicate verbally to an audience. Listening is the first stage of the language quadrivium—

listening, speaking, reading, and writing. Listening involves not only a linguistic task but also some prior or related knowledge concerning the content of the message if comprehension is to occur.

Through the process of language acquisition via listening, the child develops both linguistic competence and linguistic performance ability. Carroll defines linguistic competence as the inferred capacity of language users, developed in language acquisition, to generate and understand novel but grammatical sentences. Linguistic performance is affected by nonlinguistic variables, such as fatigue or mental indecision. The linguistic performance of a child, therefore, may not necessarily be an indicator of the language communication power of which the child is capable—he may understand and formulate complicated linguistic structures, but external factors may interfere with his performance. A number of studies concerned with determining the linguistic competence of young children have been made on the basis of their linguistic performance output. However, what the child is able to understand is more significant than what he can say.

In Carroll's view, listening to the speech of others involves several basic processes. Some are dependent upon linguistic competencies; some, upon previous knowledge that may not necessarily be of a linguistic nature; and others, upon psychological variables that affect the mobilization of these competencies and knowledges in the particular task situation. Linguistic competence enables the listener to select the elements of the sentence which have meaning and to determine the grammatical description of the utterance, whether it is a sentence or partial sentence. Previously acquired information about the topic of the utterance enables the hearer to understand the concepts involved. The listener then combines these two competencies so that he understands what the speaker is saying (*2*).

What the Child Says

Research in the development of speaking skills has yielded information about linguistic performance rather than linguistic competence; generally the data have been obtained by placing children in test situations specifically designed to elicit language samples. The studies have indicated that children from kindergarten through grade twelve evidence an increase in ability to use language effectively in spontaneous speech with effectiveness judged by criteria such as average length of utterances, average length of communication units (such as T-units), relative absence of mazes (unintelligible or grammatically confused speech), and overall grammatical complexity. Carroll notes the occurrence of wide and persistent individual differences in all the studies (*2*).

Individuals differ in their receptive and productive skills. A person who can understand almost any variety of spoken message may not be able to speak effectively in all varieties of situations. Similarly, the competent reader is not necessarily a competent writer.

Reading and Listening Differ

Although reading and listening are both receptive skills, there are differences between them. The reader finds the message segmented into words and phrases and matches them with the spoken form. The reader may reread the material if he desires, while the listener usually must comprehend the message at the time it is delivered. These fundamental processes of listening and reading both involve language comprehension. The reader transforms the printed message into a representation of a spoken message. The input is different, however, for the reader must decode the printed pages. Spoken messages, in some ways, are easier to comprehend than messages in print, for the spoken message gives the listener the advantage of nonverbal cues which enhance meaning, such as gestures, facial expressions, body movement, tone of voice, etc. The nonverbal aspects of a negative statement may be more expressive than the spoken words.

Language Skills Essential for Reading

The reader, then, without the benefit of nonverbal signals, must be able to look at a printed message and to attach a particular meaning to that message. The reader must be able to recognize words as more than entities and to attach some meaning to the way in which the words are connected. The beginning reader must acquire particular skills, must practice them, and must use them in concert if he is to comprehend the meaning of a sentence, paragraph, page, article, or book.

Venezky, Calfee, and Chapman, discussing skills needed for learning to read, list several categories—talk skills, oral language skills, and skills related to acquisition of letter-sound relationships—although a definitive research base for all of these categories has not yet been established. As an example of the need for such capabilities in reading, note that one task requirement found in several readiness tests is based on the assumption that a child possesses the skill to distinguish the initial position in a word from the middle or the last position, isolating individual sounds, using the concept of *same* as intended by the adult tester, and remembering and comparing the speech sounds. Venezky notes that although none of these skills has been studied adequately, there is some evidence that normal, middle class five-year-olds have difficulty with all of these skills.

Neither articulation nor phonemic discrimination—oral language skills which are important for reading—has been adequately examined. But, apparently, in learning to read the child first acquires a store of spoken words; then, he learns to connect graphemic patterns with spoken words and probably to recognize visual patterns as units. Learning to relate words which have syntactic, morphological, semantic, and articulatory cues to their spellings is the next step. Venezky speculates that the items processed in memory are tags to the linguistic components of a word itself. He concludes that if the teaching of reading is to be improved, the component skills of reading must be thoroughly analyzed (*9*). Obviously, more research is needed in these areas of reading skills; but even before the research is all completed, it seems evident that if a child is to learn to read, he must become competent in these specialized skills of thinking and oral language use.

Written Language

An assumption frequently stated by both linguists and educators is that the normal child has acquired mastery of his language structure by the age of five or six, or generally by the time he has entered school. Although the child appears to have few problems expressing himself and communicates easily about his own experiences, Carroll raises the question of what this assumption actually means. He notes Zidonis' finding that ninth grade students' writing does not reflect full command of the grammar of English. Carroll wonders whether the observation is applicable to the speech of ninth graders and raises a question concerning the validity of the common statements about grammatical mastery at an early age (*2*).

A number of skills are involved in the writing component of language. Writing is the last of the language competencies to be acquired and includes a larger number of skills than the others. Writing a statement on paper that can be formulated in speech, for example, requires the skill of handwriting or typing, spelling, punctuation, and ordering a sentence. At a higher level, other qualities are involved, such as knowledge of subject matter, imagination, avoidance of clichés, organization, style of writing, and various devices which help to express tone. Carroll says that lack of sufficient research data prevents us from describing either the sequence of growth of writing skills or the individual differences in rates of growth throughout the school years. This lack of data on writing skills also extends to the adult population (*2*).

Sequence of Language Learning

That reading is one of the language competencies or language arts seems evident, but the teacher's exposure to this knowledge does not mean that it necessarily becomes a part of his teaching strategy. Since language competencies are acquired in sequence, the teacher may follow the same sequence in teaching a child to read. All the receptive and productive language skills are of paramount importance in the teaching of reading—listening, speaking, reading, and writing. A task of paramount importance in teaching children to read is to assist them in increasing their competence in every one of the language areas and to maintain a balance among them. Although the child has listened to his parents, siblings, and others since long before he entered school, listening is crucial to the initial steps of reading instruction: he must attend as the teacher gives directions; he must be able to hear differences in sounds; he must listen to attain concepts related to vocabulary; and he must listen if he is to contribute to conversations with others.

It may be true that whether listening can be taught has not been firmly established. Carroll says that such teaching is primarily concerned with the training of processes that lead the individual to pay closer attention to what he hears and to organize meanings for better retention, comparison, and inference (*2*). These processes, however, are crucial to the teaching of reading.

The Teacher's Role: Language Stimulation

Since the child not only receives but also uses language, the teacher must discover what the child can understand. A major responsibility in teaching beginning reading is to encourage the child to talk and to accept his talking—not only what he says but also the way in which he says it. School may be a situation alien to the child's experience, and he must be helped to feel comfortable if he is to speak freely and uninhibitedly. The teacher must stimulate communication and verbal exchange in the classroom. The teacher must possess an understanding of language and its conventions. He must accept the child's utterances and the dialect the child uses to express himself. Linguists have, as a result of their research, demonstrated that a child who uses a dialect other than the language of the classroom does not lack communication skills. The child's own language is likely to be rich, and he may express himself fluently in it.

What About Dialect?

For social and economic reasons children who speak a dialect other than standard English eventually should become bidialectical. These children need to acquire proficiency in standard English in order to succeed in a competitive multicultural world. According to Shuy, however, when a child enters school, it is more important for him to learn to read than to speak standard English. Learning to read has relatively little to do with a child's ability to handle standard English phonology, but it is extremely important that the teacher understand the child's phonological system in order to distinguish between reading difficulties and systematic features of the child's dialect (*8*). The teacher who accepts the dialect of the child realizes that the child's language is a part of his culture. Such a teacher will then value that child's contribution and will set a classroom climate that will allow the child to learn to read because he then will not have to live in two different and sometimes conflicting worlds—his home and his school.

That dialect differences may affect oral language learning and learning to read has been hotly debated. Some research has been directed to the way in which reading should be taught to children who speak a dialect different from the language of the school. One theory is that children should learn to read in their own dialects, e.g., Black English reading materials for speakers of Black English. Another theory is that the dialect does not interfere with learning to read Standard English. Goodman says that in teaching speakers of divergent dialects to read, the only practical solution is the teacher's acceptance of the language of the learner as the medium of learning. He cites several key aspects of this approach (*4*):

1. Literacy is built on the base of the child's existing language.
2. Children must be helped to develop a pride in their language and confidence in their ability to use their language to communicate their ideas and express themselves.
3. The focus in reading instruction must be on learning to read. No attempt to change the child's language must be permitted to enter into this process or interfere with it.
4. Special materials need not be constructed, but children must be permitted, even encouraged, to read the way they speak.
5. Any skill instruction must be based on a careful analysis of their language.
6. Reading materials and reading instruction should draw as much as possible on experiences and settings appropriate to the children.
7. The teacher will speak in his own natural manner and present by example the general language community, but the teacher must learn to understand and accept the children's language. He must study it carefully and become aware of the key elements of divergence that are likely to cause difficulty.

Reading Must Be Taught

Although when the child enters school he has some command of spoken language which he has acquired through a gradual universal process, most children learn to read initially through deliberate instruction either at home with help from a parent or sibling or, more commonly, during the first two or three years of school. That certain skills are essential to proficient reading is agreed upon by most people in the field. Carroll notes eight components involved in learning to read which are merged into a single act in mature adult reading (*3*):

1. The child must know the language he is to learn to read.
2. The child must learn to dissect spoken words into component sounds.
3. The child must learn to recognize and discriminate the letters of the alphabet in their various forms such as capitals and lower case letters whether printed or cursive.
4. The child must learn the left to right principle by which words are spelled and put in order in continuous text.
5. The child must learn that there are patterns of highly probable correspondences between letters and sounds, and he must learn those patterns of correspondence that will help him to recognize words that he already knows in his spoken language or that will help him determine the pronunciation.
6. The child must learn to recognize printed words from whatever cues he can use—their total configuration, the letters composing them, the sounds

represented by those letters, and/or the meanings suggested by the context, and pronunciation of the word.
7. The child must learn that printed words are signals for spoken words and that they have meanings analogous to those of spoken words.
8. The child must learn to reason and think about what he reads, within the limits of his talent and experience.

Although proponents of various methods of teaching reading may disagree as to the order in which the skills should be taught, the importance of these skills in the reading process does not appear to be a controversial issue.

Teachers Must Know

Carroll cites Shannon's finding that many teachers are deficient in their knowledge of letter sound relationships (*2*). This finding probably would be confirmed, not only by instructors of the traditional reading methodology courses but also by teachers themselves. Because the teacher must be competent in reading skills if he is to teach children to use them, prospective teachers must not only learn, but also practice them so that they can use them in the teaching situation.

A number of studies concerned with determining the linguistic competence of young children have been made on the basis of their linguistic output. The important issue, according to Carroll, is what the child is able to say or understand, not what he says (*2*). Some studies have indicated that materials based on the child's speech output are more effective for teaching children to read than the commonly used basal reading materials. However, competence in written language may not necessarily be demonstrated by examining the output from such materials, for, as in oral language, the conditions under which the writing is done may interfere with the degree of competence possessed by the writer.

A variety of writing assignments will help the child to learn principles and techniques of writing that he can apply to whatever writing he may need to do. Hook's view is that a child can learn a good deal about organization, clarity, appropriateness of tone, and accuracy in mechanics and usage—all of which imply a reader of the written material (*5*). Children should have an opportunity to write about their interests; frequent writing, especially in the early years, will allow the child to think of writing not as a difficult task but rather as a means of communication. The teacher should write as frequently as the children—and should always write the assignments that he expects the children to complete.

That language is a communication vehicle should be made clear to the child. He should be encouraged to talk extensively; however, he must also learn to listen, since after the child learns to read and after he is capable of acquiring information through the printed page, he will continue to learn through listening. He must learn to express his thoughts in writing so that he can communicate with others through both oral and written language.

If the teacher is to help children acquire language competence in all four of the language arts, he must possess these language competencies himself. The prospective teacher should write—his preparation should include a good deal of work in writing. As Hook says, composing cannot be taught, but it must be learned and learning can be guided. The teacher cannot guide the child's learning unless he himself possesses some proficiency in writing. The teacher will need to acquire specific techniques in each area—he must listen to the children, he should serve as a model in speaking, and he must understand the importance of both verbal and nonverbal communication. In short, the teacher must understand language and all of its ramifications.

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Chapter Twenty-Two

Interdisciplinary Perspectives on Change in Teacher Education

ROGER W. SHUY

One of the healthy tendencies in the teaching of reading in the sixties and seventies is that it has rejected its isolation from the academic fields from which it gets its substance. It is only an accident of history that caused the separation of reading from other disciplines in the first place, but it has taken many years to bring them back together again. The need for techniques and materials always precedes the research upon which these needs are based—and this sequence is probably as it ought to be. Research in the language of children is a relatively recent phenomenon in this country although it has progressed rapidly in the past decade. Research in the social dimensions of learning and language (variation based on status, education, style, intention, sex, age etc.) is even more recent in America, despite the decades of research on variation based on geography, especially the *Linguistic Atlas of the United States and Canada*, and a recent emphasis on pluralism. If reading researchers and teachers were slow to realize that reading is a language-processing operation that operates in a well-defined social context, it was not entirely their fault that they were so slow. They got little help from linguists on the nature of this language processing, on the natural acquisition of spoken language by native speakers, on how spoken language relates to the written representation, on language factors which interfere with the acquisition of reading skills or the relationship of language and cognition. Furthermore, there are also precious few social scientists who have taken any interest whatsoever in this important area of learning.

In the past, each reading researcher and teacher approached the reading process, quite naturally, from his own perspective. This perspective was often an adult viewpoint—one from which speech, which adults learn to submerge from consciousness, seems less important than writing, which is more recently learned and consciously manipulated. Several other adult perspectives permeated the concern for reading held by reading specialists. Short sentences were thought to be easier to read than long ones—a view which is quite reasonable unless one understands something of the degrees of complexity involved in linguistic embedding. The emphasis on word frequency is another tenet of traditional reading instruction, despite the fact that this frequency, in all extant studies, was based on the occurrence of written words. Apparently nobody asked what relationship the frequency of words used in writing had to do with a process which begins with a known oral language and moves toward an unknown written one. Little attention was given the special environment of the learning process, as evidenced by many of the norming processes of standardized tests. In addition, reading was erroneously thought to be accomplished in some sort of social vacuum.

Such a separation inevitably leads to elitism—that holier-than-thou syndrome that exists in the scholarly world in a number of ways, but principally as a result of the unfortunate separation of theory and basic research on the one hand and from application and service on the other.

Even today in some colleges, professors are asked to make a choice between being good scholars and being good teachers. The idea seems ludicrous. One does not choose between such things—one does them both. The activities and responsibilities of one task nourish and clarify the activities of the other. Somehow, however, largely as a result of the needs of academic disciplines to define their theoretical bases, a large gap has developed between the theoreticians and the appliers of research in many fields.

The social sciences are a case in point. At one time, they were service oriented, as might have been predicted, if one had stopped and thought about the situation. Academic disciplines are always spawned as a result of a need of some sort. But as social workers began to contemplate the details and complexities of their work and to determine what was their territory and what was not, they quite naturally elaborated a theory of the social sciences leading, in some quarters, to an almost total separation of the theoretical phase (sociology) from the practical phase (social work).

In linguistics, also, there was great concern for practical problems during the forties and fifties, a time which could be characterized as one of strong interest in real problems of language teaching, especially in teaching English for foreigners, Bible translation, and interest in relating linguistic theory and research in the concerns of psychology and anthropology. The great period of theoretical concern began during the sixties and is with us yet today. This emphasis on theory parallels what happened in the social sciences and in many aspects of the humanities in earlier days. Academic fields, which once addressed themselves to everyday problems in real-life settings, grew more and more detached from these problems as the important work of theory building took place. However necessary and desirable this theory building was, it led to separations within the disciplines. Thus, sociology split from social work as an academic entity; literature departments frequently developed a caste system which relegated service-oriented or how-to courses to graduate assistants, to lower ranking faculty, or to another department entirely (freshman composition is not taught in the English department of at least one Big-Ten university, and courses which are geared to the preparation of English teachers are often shunted off to the school of education). It is small wonder, then, that on college campuses across the nation the recent renewal of interest in values, in services, and in relevance has hit the theoretical phases of various disciplines hard. They are being accused of elitism and of developing elaborate academic games which are to be explained and communicated only to the chosen few, who, having scaled the required intellectual heights, can spend the rest of their lives as medical specialists in the third rib on the right, as literary critics with specialities in George Herbert's later poems, as sociologists concerned only with the interrelatedness of computer storage and retrieval of demographic data or, alas, as linguists who specialize in word-initial semivowel alternation in the Rigveda.

It appears that the academic life is a restless one which can be seen as a continuum between poles of abstraction on the one hand and everyday practicality on the other. Practicality usually gives birth to the disciplines, whose practitioners almost immediately beat a hasty retreat from such mundanity, probably as a result of the need to justify their activity as adequately learned and at least as sophisticated as that of any other discipline. Consequently, the basics of the field are couched in specialized terminology, and a cult of believers is developed among whom scorn for any other field is nourished.

These simultaneous contradictory forces which are at work in the disciplines at all times (the need to solve a real problem versus the need to appear so independent of that problem as to seem to be self-sufficient) provide many of the interesting paradoxes which ultimately embarrass the various fields. The field of linguistics has been embarrassed, for example, many times in recent years. It was embarrassed in the late fifties to be caught with a rather superficial theoretical base having a focus entirely in phonology rather than grammar and, believe it or not, having such a naive view of research design as to actually believe that by interviewing in depth *one* native speaker of a foreign language it would be possible to actually write a grammar describing the speech of *all* the native speakers of that language. More recently linguistics has been embarrassed by accusations of elitism.

One healthy sign in the academic world is seen when the practitioners in a field are able to admit that what they said last year may be wrong. To be sure, this type of admission is frustrating, for it leads to the kinds of problems discussed at a recent conference on teacher training in which the participants agreed that 90 percent of what they studied in graduate school was either wrong or irrelevant for the work they were doing. This is a reasonable percentage also for the hard and social sciences and, indeed, for most of what is happening in the majority of college courses today. But the academic world is not predisposed to admitting false starts, wrong headedness, or incompleteness, for its elitism frequently prevents any such self-effacement. The name of the game is to be right as often as possible, to be wrong as seldom as possible, and to ridicule one's colleague when he is wrong, establishing, in the process, one's own sense of superiority. (This is not unlike spiritual elitism, which has many of the symptoms.)

One of the more exciting things that is happening in the academic world today is the small steps we are beginning to make toward destroying this elitism. Although the trend for many years was toward increasing degrees of specialization with concomitant scorn for all that was not so specialized, such a position is less well received in today's world.

In the January 1971 issue of *The Journal of Internal Medicine*, for example, Kimball editorializes that the field of medicine has lived too long in isolation from the patient in the lower socioeconomic bracket. Kimball urges medical training of a sort that starts with the culture and language of a patient where he is, not where the physician is. He urges that the medical profession abandon its elitist witch-doctor status if it is serious about its lofty aims of doing good for all peoples. Equally encouraging is the recent information that several medical schools have requested funds from the National Endowment for the Humanities to broaden the training of physicians in the areas of human and social studies. An even more elitist branch of medicine, psychiatry, has at least evidenced some notion of its almost total lack of concern for the disadvantaged, for minorities, and for the uneducated in particular. One prominent psychiatrist in New York City has recently observed that 95 percent of the assumed successes in psychiatric treatment have been with middle-class patients. This results partly because the middle class tends to avail itself of these services more than the working class, but the percentage is said to obtain even after the discrepancy has been accounted for.

In the field of reading, this newer trend away from isolated elitism can be found in a relatively recent predisposition for interdisciplinarity. While some reading theorists continue to move away from real language to theories and to theories about theories, others have responded to some of the immediate demands of the contemporary world. Some reading theorists, for example, have begun to ask what input their field might have into the fields of linguistics, social sciences and psychology. Theorists are beginning to see that the skills of reading, speaking, and writing are heavily involved in linguistic processes in well-defined social contexts. Theorists are beginning to see social inequality as frequently manifested by the use of and reaction to one's native language and culture. Out of these recent directions several principles have become apparent.

Vulnerability

For one thing, a discipline undergoing such an introspective process will have to allow itself to be vulnerable. Normally, disciplines have a way of being cocky know-it-alls. Reading, most surely, can be accused of this attitude in recent years. Perhaps because of the national mood for relevance to problems involving man's inhumanity to man, perhaps because of the current revolution leading to a new national consciousness, perhaps because reading specialists have reproduced themselves to the extent that they are becoming a glut on the job market, or perhaps because of the recent discovery of the dire straits of the education system in this country, many reading specialists are beginning to turn their attention to ways in which their field can feed itself from disciplines hitherto outside the discipline. But this approach requires that educators admit that they have been isolative, irrelevant, and even elitist. Such vulnerability has become evident in much of what is happening in reading today.

Using Errors

This derived vulnerability is never more conspicuously absent than it is in education today, especially where the making of mistakes is still frowned upon. A leader in business, the former president of Avis Car Rental, can publicly admit that two out of every three decisions he made while in that office were essentially wrong. IBM is probably the greatest reaction-oriented business in the country today—seldom innovative, frequently wrong, it has no equal in correcting its errors and outdistancing all competitors in the process. But, in schools, our children must not make errors. They are told to study the right answers and give them back. This process has had terrible consequences and is undoubtedly a major factor in the dropout rate throughout the system.

The usefulness of error-making in education has hardly begun to be recognized as a positive teaching resource. Once again, linguistics can offer some illustrative information. At age seven many children have discovered the *-en* participle forms. This discovery prompts them to make use of such forms wherever possible. The first blush of discovery, however, does not account for all appropriate places, and many children, including my own sons, overextend their limited knowledge by using *-en* inappropriately in expressions such as *have dranken* and *had thoughten.* To be sure, this is an error, but it is an error of an entirely different magnitude and complexion. By the same token, a child who misspells *penny* as *pinney* commits a spelling error, but it is an error quite different from the child who spells it *pfltme.* This former child's worst guilt, perhaps, is his good ear for phonetics, for approximately 30 percent of the American population, including all of our southern senators, pronounce the word this way.

It is hard to imagine how foreign language could be learned without a high tolerance for error making. Early in the game, students must be allowed to feel free to venture forth automatically and uninhibitedly, or little progress can be made. Good language teachers develop an ability to process the errors of learners, to taxonomize, to distinguish important errors from unimportant ones, and to decide which ones, if any, require pedagogical attention.

Occasionally, student errors can be understood as a reflection of actual learning —or of perceiving life adequately, but from a viewpoint different from the teacher's. For example, my son, Joel, recently came home from school with a test paper on antonyms (word opposites). He had one marked wrong which in my usual parental objectivity, I easily observed was not wrong at all. The stimulus word was *came.* Joel's answer was *left.* The teacher's manual keyed the right answer as *went.* Joel was obviously wrong, from her viewpoint, and that was that.

In the inner city, we frequently hear black children producing the plural of *desk* as *desses*. Once our research showed us that their singular form was *des*, the reason for the unusual plural, *desses*, became obvious. English words ending in *s* take plural forms pronounced *-uhz* as in busses, kisses, or messes. These children do what all speakers of English do with the rule for grammatical plurals. What they don't do is produce the full consonant cluster *sk* at the end of a word. Thus, this pronunciation is not chaotic or sloppy. It is quite regular and quite predictable. Some children, however, say neither *desks* nor *desses*. Their pronunciation is *deskes*. What can the teacher tell about a child who says *deskes*? Mostly, she can tell that he is somewhere along the line of acquiring the standard form. He has mastered the consonant cluster, *sk*, but he still uses the plural form, *-uhz*, which goes with words ending in *s*. He has begun to acquire the standard form but hasn't yet straightened the whole thing out. This sort of error making should be a hopeful signal of progress to the teacher.

Purging the Stereotypes

If reading is to leave "eliteland," it will have to help rid the world of inaccurate and unfair stereotypes. This sort of activity may have been illustrated quite nicely in a recent business meeting of the Linguistic Society of America in which a resolution was put forth to end the undeclared war in Southeast Asia. During the ensuing discussion, one linguist suggested that linguists might also do well to make a realistic contribution from within the discipline. After considerable discussion as to what this contribution might be, it was finally decided that a tremendously important area for consideration is the one in which many scholars, particularly educational psychologists, are making grossly inaccurate and damaging statements about the language of disadvantaged children. For far too many years now, the general public and the schools have assumed the position recently espoused by Bereiter: ". . . the language of culturally deprived children . . . is not merely an underdeveloped version of standard English, but is a basically non-logical mode of expressive behavior" (1966). In order to overcome this illogicality and underdevelopment, this educational psychologist urges teachers to proceed as though the children have no language at all and to train children to speak in fully explicit formal language. The absurdity of these admonitions becomes evident when we examine the solutions to the illogicality and underdevelopment. Bereiter argues for unelliptical responses to questions. For example, *The squirrel is in the tree* is preferred over *in the tree* as though, somehow, the full unelliptical form is the well-developed and logical version from which all other versions diverge. Current linguistics clearly argues that all semantics of each of these sentences is the same and that there are only superficial surface structure differences between them. All languages are clearly capable of conceptualization and expressing logical propositions, but the particular mode for conceptualization may differ drastically between language systems. The linguist, therefore, assumes that different surface forms for expression have nothing to do with underlying logic of a sentence. It is safe to assert that linguists are unanimous concerning this position.

As a result of this discussion, the Linguistic Society of America formed a special committee on language and cognition, headed by the well-known psycholinguist, John Carroll, of the Educational Testing Services at Princeton. The task of the committee is to make widely known what linguists have learned about this topic and to counter the false stereotypes that have been allowed to develop. Black children, for example, are said to be nonverbal, largely as a result of some shabby field work done by certain researchers who discovered, much to their surprise, that inner-city children do not respond well to the sorts of questions they asked them. Many linguists have been hard at work countering this absurd assumption—along with its counterpart suggestions that such children have cognitive deficits, that little communication takes place in the low-income black home, and that disadvantaged children must be taught their own language. My private research for the nonverbal child has taken me to many schoolrooms in America where frequently I ask the teacher, "Do you have a nonverbal child in this class?" To demonstrate how pervasive the stereotype has become, invariably the teacher, who has heard that nonverbal children exist, feels obliged to nominate one. After that, it is a relatively easy matter to get the child to talk if you ask him the right questions and if you don't intimidate him. We usually sit down on the floor someplace, eat some potato chips, and talk about things that interest him, not things that interest me. Nonverbalness should be recognized as a relative term. The child may be nonverbal only because he has learned that the name of the game is, "Be right as often as possible and wrong as seldom as possible and if you open your mouth you're apt to be corrected." What better reason for appearing nonverbal?

Expanding Perspectives

In addition to vulnerability and the purging of stereotypes, if reading is to become truly interdisciplinary it will have to stop surrounding itself with its own kind. Consequently, we see both behavioral and cognitive psychologists in the same department. In linguistics departments, we see generative and structural linguists. The surest path to intellectual stagnation is to discover all of the scholars who believe exactly as you do and hire as many of them as you can. On the other hand, it is risky business to deliberately bring in a person whom you know will give your cherished ideas a scathing going-over. It can be ego shattering and downright difficult. Yet there really isn't any alternative involved. One seldom grows without stimulation. Courage is part of the answer, but energy is also involved here. A critic will make you work harder both to defend your viewpoint and to build a case against his viewpoint. But this endeavor is also a sure way to learn something, and it is for this reason that interdisciplinary studies are beginning to flourish once again. There are increasing instances within academic departments in which a scholar can write a paper and ask a colleague to help him by criticizing it before he submits it for publication. His colleague's criticism may be unendurable. The colleague, on the other hand, may not want to cross a good friend by being critical, or he may feel so competitive that he does not want to help the writer to a promotion, especially if it leaves the colleague behind. But an attitude of helpful difference of opinion must be allowed to develop if departments are to flourish and grow in intellectual strength.

The study of the language problems of disadvantaged children has recently called attention to some of the initial research assumptions held by entire disciplines. It has seemed apparent to many psychologists and educators, because of the assumptions built into their disciplines, that the speech of children who use a nonstandard variety of English deviates from standard English. That is, if there are two systems of language, standard and nonstandard, the one is the norm and the other is the deviate. This idea seems peculiar to many social scientists and linguists, whose initial assumptions are that the two systems are simply different from each other, much as French is different from Chinese, neither being superior nor deviating from the other. Thus, the assumption of linguistics is that nonstandard varieties of English are good for the circumstances in which they are used. Indeed, it would seem that it might be quite appropriate to play football in nonstandard English but to use standard English in the classroom. These different research assumptions have come to light, however, largely because members of all the disciplines involved have begun talking with one another. Perhaps one of the more significant advances made in the academic world during the sixties was the reopening of discussion across disciplinary boundaries.

From such interdisciplinary cooperation has come a number of hybridized disciplines along with the delightful frustration of home-base ambiguity. Sociolinguistics, for example, is a hybrid of linguistics and the social sciences which is concerned with the interactions of language and society. Sociolinguistics focuses on the language dynamics of groups and of people who share linguistic features. Such groups may be made up of people from different localities, of different sex, of different social status, or of different ages. Furthermore, their language systems may vary because of the circumstances of the speaking event, the nature of the audience, the intention of the message, the attitudes of the audience, and many other variables.

In short, sociolinguistics teaches what teachers need to know in order to fulfill their educational obligations to the child, how to deal with the child's language and culture, how to listen and respond to his language, how to diagnose what is needed, how to best teach alternate linguistic systems, and how to treat the child's culture and language as a positive and healthy entity. What follows will include a brief and speculative effort to formalize these requirements in terms of the traditional course structure and our educational system.

Experience during the past two or three years has taught us that there is no magic package which is guaranteed to produce adequately trained teachers in short periods of time. A summer workshop or institute may be helpful if it is restricted to a well-defined aspect of the necessary training, but it is doubtful that such a program can come close to covering the required material or that it will provide maturation time to accommodate the new thought-set which is demanded. Several preservice college courses may contribute significantly to the proper disciplinary perspective.

1. *Cultural Anthropology*

If I had a choice of only one additional course to add to the extant training program for future elementary teachers, I would probably put cultural anthropology at the head of the list. This is primarily because the mind-set generated by the successful anthropology course is at the heart of most of the attitudes toward language, society, and cognition that I would like to see changed. Cultural relativity is the very basis for the understanding that I would like to see reading teachers develop toward children with linguistic and cultural systems that are different from the school norm. Cultural relativity is also at the heart of healthy attitudes toward pluralism in interpersonal relationships and is the key to a removal of unnatural snobbery based on socioeconomic status, sex, or race. Oddly enough, cultural relativity is also a crucial factor in the development of the teacher's healthy attitude toward literature, for children's literature cannot be valued very highly if it is seen only as inferior adult fare. Good children's literature sees life from the child's point of view—a relativistic value equal to the adult perspective, neither superior nor inferior. The dignity of childhood, then, depends on the teacher's understanding of values described and learned through courses such as cultural anthropology.

2. *The Nature of Language*

Recent attempts to prepare teachers adequately for the classroom of the disadvantaged student are disappointingly weak. Few undergraduate courses are offered in subjects even remotely related to the linguistic aspects of the problem. Even occasional college courses, such as the nature of language, introductory linguistics, modern grammar, American English, etc., seldom are offered and, if offered, seldom are required of teachers and, if required of teachers, seldom are geared to minority language problems. Thus, an anomaly exists. Although one of the most urgent situations in our schools focuses on the language problems of Blacks and other minority groups, there is virtually no preparation for dealing with such problems in the college curricula.

Without apology, then, let me suggest that teachers need to know about the current research in urban language problems. It would be helpful if they knew why the research is being done and how such research is carried out, what is known at the moment, and—every bit as important—what is not known. Further, teachers need to assess their own language in relation to that of their pupils. They need to understand language variation—the reasons underlying it and the attitudes of various subgroups toward language variation. Teachers should be trained to listen to the language variations of their students. Teachers should learn how systematic various dialects can be, and they should develop a sensitivity to the editing processes that take place as one person listens to another. Teaching the basic linguistic tools in an introductory course would be quite useful also for later discussion of language variation and change, foreign language-learning techniques, grammatical and phonological features, etc. In this course, special attention should also be placed on language attitudes which would provide a starting point for the introductory course in the nature of language. Then, stress should be placed on phonetics (in order to learn how to recognize and produce phonetic differences) and on a study of grammar (with problems to be solved). The systematic nature of language should be emphasized throughout. Having learned these things about the special problems of urban children, it should be made perfectly clear that the skills, knowledge, and attitudes discussed here are equally useful for teachers of suburban and rural children.

3. *Language Variation*

Once certain tools for discussing language have been established, it is possible to approach language variation more effectively. Since geographical variation is generally recognized by most people, it seems reasonable to use regional dialects as a beginning point. There are several books, records, and tapes available for illustrative purposes. Emphasis should be placed on the systematic nature of geographical differences, whether grammatical, phonological, or lexical. A certain amount of data gathering in all three categories is desirable, both for practice in subject matter mastered in the course on the nature of language and practice in getting used to discovering and describing language patterns systematically.

Once geographical variation is fairly well studied, the major portion of the course should focus on social dialects. Attention should be given to problems of the relationship of attitudes to labeling (Black English, ghetto speech, disadvantaged language, nonstandard Negro English, Negro dialect Texmex, etc.), but the major focus should reflect the recent work in sociolinguistics. The course should contain units on the historical origins of current nonstandard grammatical and phonological features (including correlations with social stratification), frequency of occurrence, and social diagnosticity. Early attention should be given the concept of linguistic variation, the linguistic continuum, and matters of style shifting. The concept of language interference must be emphasized particularly in relation to interference caused by the system of various nonstandards on the system of standard. This concept may be most easily presented by observing the influence of the Spanish system on the production of English by people of Spanish-speaking ancestry. Since many of these people constitute a large portion of the disadvantaged in our country anyway, the example is doubly useful. Once the notion of linguistic interference is introduced across different language systems, it may be easier to teach the notion of linguistic interference across two dialects.

4. *Fieldwork in the Language of Children*

This course should be primarily an experience in gathering language data and an analysis of certain linguistic features. Near the beginning of the course students carefully review the details of field techniques and methods of elicitation. Special attention should be given to different techniques of language data elicitation such as sentence imitation, word games, narratives, citation forms, oral reading, dialog, and communicative routines, for the linguistic responses may well relate to the elicitation mode.

It is difficult to determine exactly how such a course should be conducted, but one thing is of utmost importance—the students should get deeply involved in recording and analyzing the language of at least one child. One technique which I have found useful toward this end is to require each student to tape at least an hour of interview-style data from one disadvantaged child in a nearby community. It makes little difference what the child talks about as long as there is a great deal of his speech and as little of the speech of the interviewer as possible. Subjects for discussion will vary somewhat, but most people can describe television programs or movies, and almost everyone can tell you how to play a game of some sort. At first, students can't imagine why they were subjected to this assignment. They are even more dismayed when they are required to typescript the entire tape recording using standard orthography (no attempt at reflecting pronunciation). This process is time consuming and laborious, but it serves several important purposes:

a. It forces the listener to listen carefully to the tape recording.
b. It provides a reference point for further listening and for future grammatical and phonological analysis.

If there is a typescript to accompany the tape, one can mark in advance the potential spots where the phonological feature under consideration is likely to occur. In case of grammatical features, the typescript iselft may be adequate for analytical procedures.

When the field interview and typescripting have been completed, students should be required to select one or more interesting grammatical and phonological features for thorough analysis, including a search of the available literature and a description which calls upon and uses what they have learned about language analysis up to this time.

5. *Teaching Oral Language*

As in the preceding courses, this course should be problem oriented. Two problems of great magnitude might occupy the attention of the class near the beginning of the course. Whatever else happens in this course, it should start with a clear distinction between policy and technology. Community involvement in matters concerning decision making about whether to teach standard English are of great importance today. Teachers need to learn how to deal with such situations early in their training.

A second problem may come as a surprise to the students. Standard English is terribly difficult to define. One early project might be to require all students to try to define standard English in one page. Chances are that they will find their own papers unsatisfactory. Some will refer to dictionaries; some will argue from sociological or political grounds; some will opt for the mass media as the norm; and some will say that it is what is taught in the schools. Any answer should bring forth a challenge from other students in the class.

Students should be introduced to foreign language teaching techniques and there should be discussion of how these techniques apply (or do not apply) to learning standard English. Students should then be guided in an examination of extant oral language materials for nonstandard speakers. Students should then review the literature on the relationship of second dialect acquisition in the appropriate journals.

A second potentially large area of application of social dialect information is to dialect interference in reading. To this point, relatively little has been written on the subject, and much of it has been collected by Baratz and Shuy (Eds.) in *Teaching Black Children to Read,* Washington, D.C., 1969. Teachers should be encouraged to consider problems of dialect interference through phonology, grammar, and orthography and to examine current beginning reading materials to determine how well they have adjusted to the linguistic features discussed in earlier courses.

The foregoing suggestions are only germinal in the necessary change in perspective required for the preparation of reading teachers in the future. The focus is on language and culture in terms of course content, but these areas will also open the door to broader perspectives in other areas. For example, the principle of cultural relativity underlies a large scale attitude shift toward matters of social concern in humanities, literature, art, and language. The focus on variability is at the heart of contemporary thrusts toward pluralism and cross-group understanding. Most important of all, perhaps, is the hope that this suggested interdisciplinary perspective will provide an impetus to the salvation of the study of reading as a discipline by forcing it out of its comfortable, internal predictability and into a broader world consisting of many helpful inputs.

Chapter Twenty-Three

Preserving Human Values in Competency-Based Programs

CARL L. ROSEN

"The film isn't bad but I liked the book better."

Reproduced by permission of Artist Mal Gordon.
From *Phi Delta Kappan*.

Methods courses in reading have been subject to criticism for some time. Yet, overall professional concern has been intermittent. While the trappings and tokens of modernity are occasionally advertised, significant changes remain elusive. One only needs to visit the classrooms of recently graduated teachers to observe the shortcomings of far too many such courses.

Our society is currently in a state of revolutionary transformation. The shock waves are reaching even into colleges of education where modes and styles of instruction are under assault. Mastery of the change process, however, implies the assumption of initiative in guiding this transformation. At the heart of the change process are questions such as who will assume such initiatives and what kinds of models will be proposed.

One model for change is based on the proposition that growth in those teaching abilities valued by the education profession can be enhanced through highly structured instructional systems. In the current technological milieu, which is increasingly influenced by behavioral learning theory, systems analysis sometimes is applied to teacher education through the so-called Competency-Based Teacher Education Model. This paper represents an examination of the competency-based model and a projection of its implications on human values in teacher education. The author is indebted to the writers listed in the reference section of this paper.

Competency-Based Teacher Education Model

The basic unit of the model is the Instructional Module, a prepackaged bundle of finite outcomes in a given area of teaching. The module consists of the summation of desirable content through explicitly stated outcome-competencies, recommended practice experiences, and pre- and post-study criteria for assessment at entrance and exit levels. Post-assessment of these competencies at the exit level is critical to the objective evaluation of the model and decisive for determining students' progress and direction through the modularized teacher education program.

The design of a modularized program first involves the identification of major areas in the teaching of reading. These components or units are then subject to systematic subdivision into constituent modules, and then further reduced to finite behaviorally stated objectives, learning experiences, and post-assessment tasks. An undergraduate sequence in reading could be organized into several major components with perhaps ten, twenty, thirty, or more modules. The approach requires the design of delivery and management systems, including the planning and organizing for staff, faculties, and media utilization within the constraints of time and resources available. The modular approach is considered by some as an effective vehicle for educating future teachers of reading.

Some Advantages

A partial solution to the forced collectivism so common in traditional methods courses could be realized through the modular approach. Students would not need to be sectioned into large group units that are unwieldy and depersonalized. Students' needs for individual study and attention could be met by instructors who perhaps no longer feel harassed or driven to complete course units in prescribed periods of time through traditional lecture methods. Prepackaged modules could permit, beyond self-paced individualized study, opportunities for unusual grouping modifications, applied experiences, and interactions among students and instructors.

Modules could encourage goal-centered individualized study both through the availability of explicit objectives as well as through the provision for a wider range of alternatives for enriched study, practice experiences, and application within and beyond the limitations of the basic objectives of the module. Combining such diversified learning opportunities into modules for all levels of students and utilizing all possible resources could provide options and alternatives for many kinds of student needs.

The process of modular construction could provide opportunities for both instructor and student to reexamine conventional courses of study including the review, revitalization, and reformulation of content, of priorities, sequencing, applications, and assessment procedures. Through the design of modularized approaches, repetitive and overlapping content within and between related methods courses could be reduced, creating greater efficiency and coherence within various areas of study in reading and related subjects.

Cooperative efforts among instructors and among instructors and students in the assessment, design, and reconstruction of modules will present ideal learning experiences for all. Public school workers and instructors in colleges of education can utilize the approach in joint efforts to design improved teacher-education programs.

The design of unique modules for the preparation of teachers of reading in specific educational settings can include applications from various fields—such as linguistics, sociology, and psychology. Specialized talents, experiences, and knowledge of gifted instructors, school workers, and students could be brought to bear in designing such modules for the education of teachers of the poor, the linguistically different, and the culturally different in both urban and rural settings. Management and delivery systems that will provide unique experiences based upon local needs and resources can be included. Systematic and comprehensive assessment of such programs could become more useful to the realization of educational change.

Cautions

Misunderstandings and misguided emphases in the use of modules could result in a harrowing forced-feeding effect on students. Arbitrary requirements for students to manifest finite behaviors and competencies before being permitted to move through various modularized sequences can project an image of the student as a devalued receptacle of skills, a commodity which, when shaped to specifications, is a product for the open market.

The role of the instructor as technician, dispenser of skills, manager, processor, and judge of students can be an outgrowth of misunderstanding or misuse of the approach. In-basket and out-basket systems for the efficient mass processing of student work suggests the possibilities for the depersonalized potential of the approach, particularly when either the mechanistic or the cynical instructor is given powers beyond his competency or honesty. The process of assessing students' competencies can deteriorate into judgmental panels reminiscent of an inquisition or they can be overly casual to the point of becoming useless.

A conformity-oriented body of content in modules, resulting from the misplaced arrogance of the specialist, could become a means to program human thought and responsibility. A module, so misdesigned, could then be misused to create nightmarish probabilities of an externally engineered and assessed experience with the student frantically maneuvering through mazes of study and assessment tasks. Such a role could create for the student an even deeper and more subtle alienation from learning than in conventional courses.

An externally imposed value system, created by an overemphasis on the mechanistic incorporation of prescribed and explicit technical content can create an "anti-teacher"—an automaton who is unable to rely on his own experiences and resources as a guide for subsequent teaching behavior; a drone whose perceptions are fixed into rigid, logic-tight compartments and whose attitudes and values are charged with emotionally loaded response potentials; a robot who can neither resolve contradiction nor tolerate ambiguity; one who has been shaped to do, rather than to know.

The content of a superficial and ineptly designed module can become the repository of the biases and predispositions of its overspecialized authors. Replete with idols, stereotypes, and folklore, such content will be a poor substitute for journals and textbooks that might deal far more ably with the subject. Yet, such modules would command built-in authority through their power to assess the student and demand his uncritical attention. Whether content is trivial, irrelevant, outdated, simplistic, or incorrect, the student might be required to respond appropriately or might be recycled into the sequence or out of the program.

The design of the modules can result in imbalance in emphasis, favoring more specific behavioral objectives and post-assessment items which, based upon the relative ease and objectivity of item design, can become the major influence on determining what is to be included in the content of the modules. The more complex the design, the more difficult it will be to assess what the learning outcome may be, and the less likely it will be included in the module, even though it may be of critical importance. In the rush to develop and institute modularized programs, teachers might neglect direct efforts to fuse, relate, and synthesize knowledge, concepts, and competencies within and among modules and their components. A grasp of the teaching of reading process seems to be as much dependent on the understandings of implicit relationships among areas as it is dependent on finite knowledge and skills. Misunderstandings of the finite and fractionated nature of the modular approach could introduce an even greater segmentation of content in the field of reading resulting in even less interdisciplinary and global understanding than in conventional courses.

Human Values and the Use of Modules

The strengths and hazards of the modular approach are interrelated and dependent upon the modular content and its refinements, as well as the teaching processes that are designed to deliver and manage the system. Herein also lies the values—implicit and explicit—underlying the approach. Instructors must design systems for humans and for the intelligent utilization of modules which should include appropriate safeguards necessary for protection from their destructive potentialities.

Values involve the goals and aspirations held in esteem by people. We find it difficult to treat those phenomena scientifically since they are not easily amenable to irreducible, quantifiable, and objectively observable data. Students are subjected to contradictory claims on their values. Internalized values from homes and childhood are often in conflict with life experiences and the values of their age groups. These values could also be in conflict with those of their instructors.

The instructor must be aware of the many possibilities for freedom provided by the modular approach, including the new opportunities to tune in to students, their perceptions and life styles. Interdependence, sensory experiences, openness, participation, involvement, and self-discovery are among the values of growing numbers of college students, and these values should be understood and incorporated into new structures in teacher education. Modular approaches need not be contradictory to students' values if the instructor provides the freedom for his students to blend modules and life styles openly. Modular approaches need not be contradictory to instructors' values if those instructors utilizing the approach are personally and professionally mature individuals.

To become self-actualizing, instructors and students must be given freedom to experience and formulate their own values. To attain these values, instructors and students must feel prized as persons, not assessed as objects being processed mechanistically by whatever approach. They may be helped, if they so desire, to deal with their own reactions and feelings regarding the experiences provided. It is a mistake, however, to assume that their values are all equally accessible to change in teacher education programs.

To help children learn what they can do, the future teacher must himself be educated to become a producer, inventor, and innovator, rather than trained to be a robot-like consumer. The college instructor must be able to recognize that such values are not necessarily incompatible with the modular approach. Students must participate in both the development of basic objectives as well as enrichment experiences that should be built into modules. Student involvement, ranging from the development of creative self-assessment procedures to suggestions and recommendations for innovative ways to work and deal with teaching children and teacher education, must be part of the modular approach.

Since teachers' decisions in classrooms are charged with the application of human values, the students would be well served in teacher-education institutions if their own experiences could be examined in the openness of small-group-discussion sessions involving other students and their instructors in honest interaction. Learning to understand the consequences of authority on their own behavior could help them develop the long range perceptions and insights required for understanding the consequences of teacher behaviors on children.

The long range goals of any approach in teacher education must include the technical and professional skills, as well as the growth and development of perceptive, thoughtful, sensitive, and humane people. The subtleties of what teachers do and do not do for children cannot be ignored.

Who utilizes the modular approach, when, with whom, where, and, most importantly, how, should be major concerns in considering the approach. The module must neither be permitted to create the dialogue nor be granted, by default, the power to set the pace. The modular approach is one alternative among several that might contribute towards improving human relations and learning in teacher education. While the content of a module defines who the author is, the use of the module defines what the instructor is or what he is becoming.

Summary and Conclusions

Change is a complex and enigmatic phenomenon. Man shapes his environment, only to be shaped in turn by his own manipulations. The modular approach is designed to improve the quality of teachers of reading and to offer, essentially, greater precision and efficiency of training through individualization, self-pacing, feedback, and explicit description of the content necessary to teach reading effectively. Given satisfactory content, the management and delivery systems are crucial to the approach. Just as educational media and technology can either enhance or pollute a learning environment so, too, can competency-based teacher education.

Values

An effort to bend the future teacher to the will of those specialists in reading who design the modules could probably improve courses in terms of content and pedagogical technique. The identification of major concepts, ideas, and skills (providing this information is objectively put together and open to revision based upon new information) is important to professional training for any field, including the teaching of reading. Measuring such outcomes objectively and systematically is sensible, when done humanely and wisely. The modular approach should also contribute to the liberation of instructors and students from the medievalism of lock-in group lectures through endless semester hours. However, hazards and pitfalls in the misuse and misunderstanding of the approach do exist.

Reminders

Effective teaching of reading involves more than the rote knowledge of content and technique which is sometimes questionable and outdated. A broader repertoire of teaching behaviors, including reasoning, problem solving, and decision-making as well as certain values, attitudes, and personality styles in teaching, contributes strongly to the teacher/learner interaction. These behaviors include the skills involved in making systematic, objective observations; the synthesizing of multiple data; and the selection, application, and assessment of new and alternative teaching strategies in reading. The teacher of reading must have the ability to accept and contend with newness, contradiction, and ambiguity in an autonomous and effective fashion. The teacher trained to out-put content and the teacher educated beyond, represent two somewhat different roles—the teacher as a technician vs. the teacher as a professional. The latter creates learning while the former processes human beings.

School and University Partnership

It would be well for colleges of education and public schools to initiate a dialogue in this area. To some extent, tensions between the two institutions frequently have contradictory perceptions of the roles of teachers. It is possible that the movement toward modularizing teacher education could be a tacit attempt by universities to move in the direction in which some public schools perceive teachers by producing the kind of product that some schools might be looking for.

There is much doubt as to whether future teachers or classroom teachers already in service appreciate this perception of their role by some school officials who occasionally tend to be more accountability-oriented to their teachers' roles than to their own responsibilities. But more important is the implication for the education of our nation's children. Mass produced technicians who can perform certain questionable pedagogical acts with great precision are unacceptable as replacements for effective teachers in a democracy. Yet, there is no need to believe that technical expertise cannot be compatible with humane and wise teaching behaviors. Identifying and blending these concerns is a challenge that will require a heavy input of our resources in teacher education.

The examination of promising approaches to change must also involve the real as well as the ideal. Leaders in public schools and universities, who tend to be unwilling to pay very much for the teaching behaviors which they frequently claim to value most, must come to the realization that considerable institutional support is required for any innovative instructional effort, whichever approach it might be. Countless numbers of creative people in public schools and in universities are robbed of their moral integrity, zeal, and intellectual armor by overt and covert institutional restrictions and by nonsupport of creative efforts toward curriculum change.

Teaching children to read, particularly children of the poor, or helping students to learn to teach children to read involves a constellation of abilities that make powerful challenges and demands on the mental processes and imaginations of outstanding human beings. Classroom teachers and college instructors who can open and subsequently enlarge dimensions of language, thought, and reading for their children or for their students who will someday teach, are sorely needed. To identify and to encourage such people with all the resources of our institutions represents one of the most neglected elements of the problem of improving teaching and public education.

To Be Considered Carefully

Competency-based teacher education will contribute to the improvement of conditions only if such education is properly and sensitively handled. If maladroitly dealt with, the approach will even further hasten the triumph of massed, depersonalized, mechanistic curriculum and instruction, deprofessionalizing the teacher, dehumanizing the student, and further devaluing the quality of life in educational institutions. Since teacher behaviors, human values, and philosophic concerns are not only barely accessible to scientific techniques, but also too illusory for consideration in the fast-paced age of technology, reforming teacher education will continue to be almost as difficult as building a house from the chimney down.

The modular approach may be one way to move toward more openness, more system, more autonomy for teachers, more expertise, and more learning as well as more personal and human contacts for our students. Only in those institutions fortunate enough to have imaginative and able instructors and administrators can such an approach be successfully brought to bear (as one facet) on the complex problem of educating future teachers for our nation's children.

Educators must keep in mind that escalation of valid constructs has been historic to the profession. Oftentimes, the "bandwagon syndrome" has resulted in precipitous misuse of sometimes useful, if not critically important, innovations; misunderstanding of the new construct along with misplaced priorities can be a major source of subsequent failure.

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Chapter Twenty-Four

Disseminating the Modular Program

DONALD L. CLELAND AND JOSEPH S. NEMETH

As is implied throughout this volume, improvements are needed urgently in the education of teachers, especially in the area of communication skills. Such an implication is not an indictment of the many good programs in existence. But, controversy does exist as to the efficaciousness of many teacher-education programs. Fortunately, controversy also prevents the status quo from becoming the dominant characteristic in such areas of human endeavor.

No matter what level of proficiency is achieved in teacher-education programs, progress necessitates further improvement. When pupils, parents, school board members, teachers, and the general public in the educational marketplace demand educational improvements, they are thereby calling for a more literate society. This goal requires a new input for teacher education. Such input calls for a cooperative thrust involving all segments of society that have a strong interest in teacher preparation. The two main sources of power for this thrust, however, must be teacher-education institutions and local schools. The time is long past when we can think of teacher-education institutions as the producers and the local schools as merely the consumers. New teacher-education partnerships must emerge with each social institution and segment of society making appropriate contributions.

The teachers to whom we trust our children must be able to organize and reorganize the learning situation so that improved communication skills will enable the children to attain valid concepts of their physical, social, and cultural environments. Teacher-education institutions should accept the improvement of communication skills as a major goal that must be realized for every resident on this good earth today in order to make this terrestrial home better for those who follow.

The competency-based modular teacher-education program presented in the preceding pages is proving itself to be viable and worthy of implementation. Certain aspects of this program have been field tested in teacher education institutions. For example, one department of reading-language arts at a major university has field tested several modules in programs for the specialist and has reported that the program was enthusiastically received by its state department of education, by students, and by faculty members. The modular program is particularly welcomed in those states where the departments of education have clearly indicated that the prerequisite competencies must be stated for programs leading to certification at undergraduate levels.

Any program that remains buried within a book is useless and, in like manner, the contributions made by scholarly planners of this modular program will go unnoticed if other educators are not aware of the advantages. A vigorous dissemination effort, therefore, must be exerted by leaders in professional organizations and local schools in order to guarantee that this modular program will result in needed improvements in teacher education.

Those members of the profession who would join in the crusade to promote better communication skills through improved teacher education are urged to explore some of the following avenues of dissemination by which a modular program can be brought to the attention of teachers and local schools.

1. Advertisements could be placed in the publications of IRA and other professional educational organizations.
2. Appropriate articles, written by students in modular programs or by faculty members who have inaugurated a competency-based program of teacher education, should be submitted to journals.
3. Members of the Commission and other specialists can be invited to participate in conferences sponsored by the professional organizations.
4. Members of the Commission and other specialists can serve as consultants to teacher education institutions, schools, or state education departments wishing to inaugurate such modular programs.
5. Sample modules could be furnished free upon request.
6. State departments of education can conduct workshops to stimulate improvements in teacher education through individual self-study by using systematic program planning procedures which include assessment of needs and review of modular programs and other alternatives.
7. Taped introductions of certain aspects of the programs, perhaps accompanied by other media such as transparencies, films, filmstrips, videotape, etc., could be prepared for schools of education, for professional organizations, and for state departments of education.
8. University curriculum libraries can purchase, catalogue, and shelve instructional materials related to modular programs.
9. The ERIC/RCS Center, NCTE Headquarters, Urbana, Illinois, as well as other centers mentioned in the volume, might house the materials mentioned above.
10. The ERIC/RCS Reading Resource Centers located in various colleges and universities could disseminate many of the materials mentioned.
11. The Right to Read office of USOE might, through the United States Printing Office, arrange to provide related material to interested educators.
12. Schools of education, employing the concept of the open university could,

via either commercial or educational television, stimulate staff development at the preservice and continuing education levels.

13. Community reading centers, sponsored cooperatively by the National Reading Center and local service organizations could provide free literature to interested parents and teachers.
14. Service organizations—Lions Club, Rotarians, and Optimist Club—could apprise its membership of the advantages of the competency-based teacher education programs and urge them to advise their school board representatives accordingly.
15. Educational or commercial television, as a public service feature, could announce a series of programs depicting the need for better communication skills instruction, at both the teacher education and local school levels, with reference to competency-based modular teacher education programs.
16. Program evaluation guides based upon the modular program can be prepared for use in self-assessment or cooperative assessment of teacher education programs in colleges and universities.

On the following pages, an example of recommendation sixteen in the form of a suggested "preservice teacher education survey" is provided. This assessment instrument is a condensed version of the IRA publication, *Evaluation of Teacher Education Programs in Reading*, which was prepared by an IRA committee and edited by Grayce A. Ransom. The shorter version provided here includes a number of general points from Ransom's guide and also delineates briefly the content for the seventeen modules described in this volume.

Survey of Preservice Teacher Education in Reading*

JOSEPH S. NEMETH

Introduction

This survey is intended to be used as a suggested guide for surveying preservice teacher education in reading and language arts. It specifies, with reasonable limits and precision, the minimum knowledge and performance competency deliverables which preservice teachers should have. The survey does not specify the delivery strategies (lecture, field experiences, video and audiotapes) which may be used to assist students in arriving at the knowledge and performance competencies. The following suggested modules should be viewed as minimal knowledge and competency/content requirements. The delivery strategies, sequencing, and student progress rates are optional and should reflect each institution's special needs.

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* Requests for permission to reproduce any or all parts of this survey may be directed to Permissions Editor, IRA, 800 Barksdale Road, Newark, Delaware 19711.

Directions

1. Read each item under the Program Module column carefully. Then place a check on the continuum-line in the Program Assessment column. Placement of the check on the continuum-line indicates to what extent the item is being accomplished by you and/or your institution.

2. Next, place a check in one of the three boxes in the Program Development Recommendation column. A check in the Critical column suggests that the compiler and/or institution wish to effect immediate improvement regarding that item. A check in the Important column suggests that the compiler and/or institution think that improvement regarding that item can be delayed until the Critical needs are met. A check in the Desirable column suggests that the compiler and/or Institution feel that improvement regarding that item can be postponed until both Critical and Important needs can be met. The absence of a check mark indicates that performance is high and cannot be improved or that implementation of that item is not needed.

3. Since educational institutions vary with respect to goals, finances, space resources, and faculty and student backgrounds, the survey should be used flexibly to meet individual needs. Responses which reflect individual needs and concerns can be made in two ways:

a. The compiler may wish to extend, refine, or qualify his assessment or state special needs by using the Comments space provided for each item.
b. The compiler may wish to add missing items which reflect special needs to each Program Module by using the lines provided under Other.

PROGRAM MODULE COMPONENT	Program Assessment	Program Development Recommendation			
1.0 Materials and facilities, transportation, etc. Does the institution presently have and adequately maintain:	Excellent Adequate Minimal Absent 5 4 3 2 1 0	Critical	Important	Desirable	COMMENTS
1.1 Professional materials					
1.11 Basic professional materials such as textbooks, abstracts, guides, dictionaries, journals and periodicals, encyclopedias, and others.	Ex Ad Min Ab 5 4 3 2 1 0				
1.12 Curriculum materials such as adopted textbooks, curriculum guides, criterion referenced tests, norm referenced tests, skills instructional materials (perception, vocabulary, word attack, comprehension, study skills) and materials for building habits, attitudes, interests, and tastes.	Ex Ad Min Ab 5 4 3 2 1 0				
1.13 Multimedia materials such as films, videotapes, and audiotapes on various teaching methods and techniques, school and classroom organization, behavior modification, etc.	Ex Ad Min Ab 5 4 3 2 1 0				
1.14 Video and/or audio equipment and materials, such as tapes, records, film loops, and films which illustrate various teaching techniques, classroom organization, and methods.	Ex Ad Min Ab 5 4 3 2 1 0				
1.15 Lists of elementary and secondary schools and teachers using various reading approaches, methods, and materials which could serve as observation and demonstration centers, field experience resources.	Ex Ad Min Ab 5 4 3 2 1 0				
1.16 Other: ____________________ ____________________ ____________________	Ex Ad Min Ab 5 4 3 2 1 0				
1.2 Facilities 1.21 Storage area for records, multimedia, etc.	Ex Ad Min Ab 5 4 3 2 1 0				
1.22 Seminar rooms for observation, demonstration, and discussions.	Ex Ad Min Ab 5 4 3 2 1 0				
1.23 Transportation facilities for various field trips.	Ex Ad Min Ab 5 4 3 2 1 0				
1.24 Other:	Ex Ad Min Ab 5 4 3 2 1 0				

PROGRAM MODULE COMPONENT	Program Assessment						Program Development Recommendation			
	Excellent		Adequate		Minimal	Absent	Critical	Important	Desirable	COMMENTS
2.0 Staff: The institution maintains staff specialists in sufficient quantity and with adequate teaching competencies, expertise, and experience in the following:	5	4	3	2	1	0				
2.1 Methods of teaching language and communication arts.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
2.2 The teaching of linguistics as it relates to reading.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
2.3 Methods of teaching diagnostic, prescriptive, and individualized approaches to reading.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
2.4 Methods of teaching children of culturally and linguistically different backgrounds and experiences, such as Brown, White, Black, and Yellow.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
2.5 Methods of teaching large, small, and individual groups.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
2.6 Methods of teaching content related reading/study skills to secondary level students.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
2.7 Librarians, audiovisual, children's literature, and content/reading specialists to aid in the teacher education program.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
2.8 Other: ________ ________ ________	Ex 5	4	Ad 3	2	Min 1	Ab 0				

PROGRAM MODULE COMPONENT	Program Assessment						Program Development Recommendation			
	Excellent		Adequate		Minimal	Absent	Critical	Important	Desirable	COMMENTS
3.0. Program Process: The institution program provides for an individualized, competency based, modular preservice teacher education program in language arts and reading which includes:	5	4	3	2	1	0				
3.1 Criteria and selection procedures which help insure that increasingly higher quality teacher candidates will enter into the teacher-education program.	Ex 5	4	Ad 3	2	Min 1	Ab 0				

PROGRAM MODULE COMPONENT	Program Assessment						Program Development Recommendation			
3.0 Program Process: The institution program provides for an individualized, competency based, modular preservice teacher education program in language arts and reading which includes: (continued)	Excel-lent 5	4	Ade-quate 3	2	Mini-mal 1	Absent 0	Critical	Important	Desirable	COMMENTS
3.2 Systematic program improvements based upon student self-perceived diagnostic-prescriptive teaching competencies compiled by students upon completion of the teacher-education program and at periodic intervals after graduation.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
3.3 Systematic program improvements based upon reading skill growth (perception, vocabulary, word analysis, comprehension, and habits of reading) of a random sample of children taught by institution graduates.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
3.4 Systematic program improvements based upon inputs from schools, parents, and other public organizations and persons served by institution graduates.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
3.5 Field experiences in conjunction with the teaching theory based upon language arts and reading methods courses.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
3.6 Self assessment and individualized improvement of the preservice teacher's personal reading skills, habits, and attitudes.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
3.7 Other: ____________ ____________ ____________	Ex 5	4	Ad 3	2	Min 1	Ab 0				

PROGRAM MODULE COMPONENT	Program Assessment						Program Development Recommendation			
4.0 Curriculum Modules: The institution program provides for a competency based teacher education program for elementary, middle, and secondary reading and English teachers in the following curriculum modules:	Excel-lent 5	4	Ade-quate 3	2	Mini-mal 1	Absent 0	Critical	Important	Desirable	COMMENTS
4.1 *Development of an understanding of the English language as a communication system:* 4.11 Experiences and teaching methods which view reading as a communications process utilizing written language symbols.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.12 A cognitive knowledge of language as a symbol system for transmitting ideas.	Ex 5	4	Ad 3	2	Min 1	Ab 0				

PROGRAM MODULE COMPONENT	Program Assessment						Program Development Recommendation			
4.0 Curriculum Modules: The institution program provides for a competency based teacher education program for elementary, middle, and secondary reading and English teachers in the following curriculum modules: (continued)	Excellent 5	4	Adequate 3	2	Minimal 1	Absent 0	Critical	Important	Desirable	COMMENTS
4.13 An understanding of English language sound structures (phonology, morphology, intonations).	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.14 An understanding of English sentence structure, syntax, transformational grammar, etc.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.15 An understanding of the history of the English language and its changes.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.16 Others: ______	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.2 *Interaction with Parents and Community:* A professional education program which provides experiences to develop understandings and skills in the interaction of school, parents, and community: 4.21 Becoming familiar with the economics and sociology of any neighborhood.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.22 Becoming familiar with the informal language patterns of the neighborhood.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.23 Involving parents in setting the general goals of language and reading instruction.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.24 Obtaining parental assistance in school, home, and community activities that foster pupil growth in reading.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.25 Interpreting the communications development program to the community.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.26 Other: ______	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.3 *Instructional Planning*—Curriculum and Approaches: Development of an understanding of the following components of the total language arts and reading program.	Ex 5	4	Ad 3	2	Min 1	Ab 0				

PROGRAM MODULE COMPONENT	Program Assessment	Program Development Recommendation			
4.0 Curriculum Modules: The institution program provides for a competency based teacher education program for elementary, middle, and secondary reading and English teachers in the following curriculum modules: (continued)	Excellent Adequate Minimal Absent 5 4 3 2 1 0	Critical	Important	Desirable	COMMENTS
4.31 An understanding of reading as a process of perceiving and interpreting written symbols which communicate meaning through association with prior symbols.					
4.32 An understanding of the basic skills and abilities in the following categories: perception, word recognition, comprehension rate flexibility, study skills and literary habits, attitudes, appreciation, and tastes.	Ex Ad Min Ab 5 4 3 2 1 0				
4.33 Familiarity with the operational procedures in using the following materials: basal readers, linguistic readers, special orthography readers, programed readers and materials, literary readers, skills development books (workbooks, boxes and sets), supplementary readers, reference books, and library books.	Ex Ad Min Ab 5 4 3 2 1 0				
4.34 Familiarity and competency in three classroom operational procedures in utilizing materials: group instruction in textbooks followed by independent work; self-selected and directed activities utilizing teacher-pupil conferences; and utilizing a language experience approach with coordinated communication experiences.	Ex Ad Min Ab 5 4 3 2 1 0				
4.35 Other: ____________________ ____________________ ____________________	Ex Ad Min Ab 5 4 3 2 1 0				
4.4 *Developing Perceptual Skills and Language Fluency as Background for Early Reading Growth:*					
4.41 Provide experiences to acquire competencies in teaching children to listen to sequences in stories, perceive and enjoy character traits in stories, interpret pictures, "read" a sequence of pictures, enjoy rhythm and ideas in poems, articulate speech sounds in poetry and stories, obtain sensory images from poems and stories, obtain sensory impressions from the environment and attach word labels, recognize letters of the	Ex Ad Min Ab 5 4 3 2 1 0				

PROGRAM MODULE COMPONENT	Program Assessment						Program Development Recommendation			
4.0 Curriculum Modules: The institution program provides for a competency based teacher education program for elementary, middle, and secondary reading and English teachers in the following curriculum modules: (continued)	Excellent 5	4	Adequate 3	2	Minimal 1	Absent 0	Critical	Important	Desirable	COMMENTS
alphabet, recognize written names and occasional words, distinguish among similar and different sounds and symbols, contribute to group chart stories, dictate individual stories, write initials and occasional words, describe imaginative ideas obtained from environmental impressions, participate in rich unit experiences and in numerous other experiences that enhance language growth.										
4.42 Other: ____________ ____________ ____________	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.5 *Continued Language Growth in Social Settings:* Provide experiences and teaching competencies to provide for continued growth and development of language in social settings. 4.51 The preservice teacher will develop the following competencies: develop advancing concepts and vocabulary; foster active participation in a variety of social experiences; plan communication units which include listening, speaking, reading, and creative writing; develop listening and speech skills; foster understanding and enjoyment of dramatics; develop ability in group interaction; inspire growth in creative writing; foster ability or organize thinking in both creative and factual writing; and stimulate growth in ability to evaluate television programs.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.52 Other: ____________ ____________ ____________	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.6 *Teaching Word Attack Skills:* Provide experiences and competencies in teaching word attack skills which help children utilize the clues of configuration, consistent graphonemes, morphology, syllabication, phonic sounds, and context.	Ex 5	4	Ad 3	2	Min 1	Ab 0				

PROGRAM MODULE COMPONENT	Program Assessment	Program Development Recommendation			
4.0 Curriculum Modules: The institution program provides for a competency based teacher education program for elementary, middle, and secondary reading and English teachers in the following curriculum modules: (continued)	Excellent Adequate Minimal Absent 5 4 3 2 1 0	Critical	Important	Desirable	COMMENTS
4.61 Provide experiences and teaching competencies with four methods of teaching word recognition: whole word, analytic, synthetic, and combination methods.					
4.62 Other: ________________ ________________ ________________	Ex Ad Min Ab 5 4 3 2 1 0				
4.7 *Developing Comprehension: Analysis of Meaning.* Providing experiences and teaching competencies that are necessary for comprehension in recreational and content reading from a single source. 4.71 The following understandings and competencies should be attained: understanding the comprehension construct, teaching meaning signals given by language structure patterns, teaching tasks of literal comprehension, and teaching the tasks of interpretive comprehension.	Ex Ad Min Ab 5 4 3 2 1 0				
4.72 Other: ________________ ________________ ________________	Ex Ad Min Ab 5 4 3 2 1 0				
4.8 *Developing Comprehension: Synthesis and Generalization.* Provide experiences and teaching competencies that are necessary to teach three major comprehension tasks: critical evaluation and creative reading, combining information from several sources, and forming generalizations in content fields.	Ex Ad Min Ab 5 4 3 2 1 0				
4.81 Other: ________________ ________________ ________________	Ex Ad Min Ab 5 4 3 2 1 0				
4.9 *Developing Comprehension: Information Acquisition.* Provide experiences and teaching competencies that are necessary to teach such information acquisition skills as a) setting purposes, b) textbook locational skills, c) library locational skills, d) compiling and using bibliographies, e) using reference materials (dictionary, encyclopedia, atlas, etc.), f) using visual aids to comprehend (pictures, graphs, table charts,	Ex Ad Min Ab 5 4 3 2 1 0				

PROGRAM MODULE COMPONENT	Program Assessment	Program Development Recommendation			
4.0 Curriculum Modules: The institution program provides for a competency based teacher education program for elementary, middle, and secondary reading and English teachers in the following curriculum modules: (continued)	Excel-lent, Ade-quate, Mini-mal, Absent 5 4 3 2 1 0	Critical	Important	Desirable	COMMENTS
etc.), g) using flexible reading rates, h) using such techniques for organizing and remembering information such as perceiving organizational patterns (listing, time order, comparison/contrast, cause/effect) and producing information (outlining, note taking, underlining, paraphrasing, summarizing, etc.).					
4.91 Other: __________	Ex, Ad, Min, Ab 5 4 3 2 1 0				
4.10 *Developing Literary Appreciation: Young Children.* Provide experiences and teaching competencies that are necessary to aid primary children in developing literary appreciation and enjoyment. The teacher should have the competency to lead children to enjoy a) characterization, plot sequence, and climax in stories; b) rhythm, euphonious sounds, mood, and sensory imagery in poems; c) personal identification in dramatic play; and d) character reproduction in puppetry and other dramatic forms.	Ex, Ad, Min, Ab 5 4 3 2 1 0				
4.101 Other: __________	Ex, Ad, Min, Ab 5 4 3 2 1 0				
4.11 *Developing Literary Appreciation: Latency Years.* Provide experiences and teaching competencies that are necessary to aid intermediate and/or middle school children in developing literary appreciation and enjoyment of fables, proverbs, myths, legends, folk and fairy tales, biographies, and other common literary forms. The teacher should have the competency to lead children to enjoy a) plot sequence, characterization, climax, etc., in stories; b) the theme or purpose, mood, imagery, etc., in poems; c) setting, conflict, sequence, etc., in drama; and d) participation in oral, choral, and recreational reading, dramatics, play production, etc.	Ex, Ad, Min, Ab 5 4 3 2 1 0				
4.111 Other: __________	Ex, Ad, Min, Ab 5 4 3 2 1 0				

PROGRAM MODULE COMPONENT	Program Assessment	Program Development Recommendation			
4.0 Curriculum Modules: The institution program provides for a competency based teacher education program for elementary, middle, and secondary reading and English teachers in the following curriculum modules: (continued)	Excellent Adequate Minimal Absent 5 4 3 2 1 0	Critical	Important	Desirable	COMMENTS
4.12 *Developing Literary Appreciation: Young Adults.* Provide experiences and teaching competencies that are necessary to aid young adults in the secondary schools to develop literary appreciation and enjoyment in more advanced forms of such literary forms as fiction, nonfiction, poetry, drama, etc.	Ex Ad Min Ab 5 4 3 2 1 0				
4.121 Other: ______________________ ______________________ ______________________	Ex Ad Min Ab 5 4 3 2 1 0				
4.13 *Diagnostic/Prescriptive Teaching:* Provide experiences and teaching competencies that are necessary in a diagnostic/prescriptive teaching approach. Some of the basic understandings and competencies which teachers should have are a) determining optimal levels of reading instruction and reading expectancies; b) diagnosing psycholinguistic strengths and weaknesses by observation, diagnostic teaching, and testing (norm and criterion) in specific skill strands (perception, vocabulary, word analysis, comprehension, and affective area); and c) prescribing appropriate teaching methods, overlearning and transfer activities consistent with each learning rate, modality strength, and cognitive-learning style.	Ex Ad Min Ab 5 4 3 2 1 0				
4.131 Other: ______________________ ______________________ ______________________	Ex Ad Min Ab 5 4 3 2 1 0				
4.14 *School and Classroom Organization for Diagnostic/Prescriptive Teaching:* Providing experiences and teaching competencies that are necessary to provide optimal classroom organization for diagnostic-prescriptive teaching. Some of the understandings and competencies in this module are a) extent of individual differences, b) criteria for judging organizational patterns, c) knowledge of major organizational systems, and d) experience and competence in the flexible use of multiple organization patterns.	Ex Ad Min Ab 5 4 3 2 1 0				
4.141 Other: ______________________ ______________________ ______________________	Ex Ad Min Ab 5 4 3 2 1 0				

PROGRAM MODULE COMPONENT	Program Assessment						Program Development Recommendation			
4.0 Curriculum Modules: The institution program provides for a competency based teacher education program for elementary, middle, and secondary reading and English teachers in the following curriculum modules: (continued)	Excellent 5	4	Adequate 3	2	Minimal 1	Absent 0	Critical	Important	Desirable	COMMENTS
4.15 *Adjusting Instruction To Varied Linguistic Background:* Providing experiences and teaching competencies that are necessary for teaching linguistically different readers.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.151 Other: ______	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.16 *Instructing Children with Special Reading Problems:* Providing experiences and competencies in diagnosing and prescribing for children in the classroom who have special reading difficulties. On-the-spot and classroom diagnostic/prescriptive competencies are emphasized in this module.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.161 Other: ______	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.17 *Initiating Improvements in School Programs:* Providing preliminary experiences and competencies in initiating self and program improvements in the teaching of language arts and reading. Such preliminary knowledge, experiences, and competencies will be emphasized as a) relationships of supervision to improvement; b) responsibilities of self and school for improvement; c) behavior criteria and procedures for improvement (needs assessment, program and resource planning, implementation and evaluation) in programs, staff development, and research.	Ex 5	4	Ad 3	2	Min 1	Ab 0				
4.171 Other: ______	Ex 5	4	Ad 3	2	Min 1	Ab 0				

When time is available, a faculty can make the program assessment scales of the preceding survey more objective by writing brief descriptions for each quality level. For example, items 2.0, 3.5, and 4.1 might be rewritten in the style shown below:

2.0 The institution maintains staff specialists . . . in the following (scale to be used on all items in this section):

5	4	3	2	1
All have PhD with majors and classroom teaching experiences in communication skills.	Most have PhD with majors and classroom teaching experiences in language and communication skills.	Half have PhD with majors and classroom teaching experiences in language and communication skills.	Most have Masters and a few have PhD with majors and classroom teaching experiences in language and communication skills.	Ten percent lack Masters degree with major and classroom teaching experiences in language and communication skills.

3.5 Field Experiences

5	4	3	2	1
All at 3 & 4 plus internship at advanced levels in teaching, supervision, research	All at 2 & 3 plus sophomore experience in tutoring reading before methods courses	Laboratory observations, laboratory lesson teaching with methods work, clinically directed student teaching	Laboratory observations, portion of student teaching supervised by RLA specialist	Student teaching with no special emphasis on reading and language

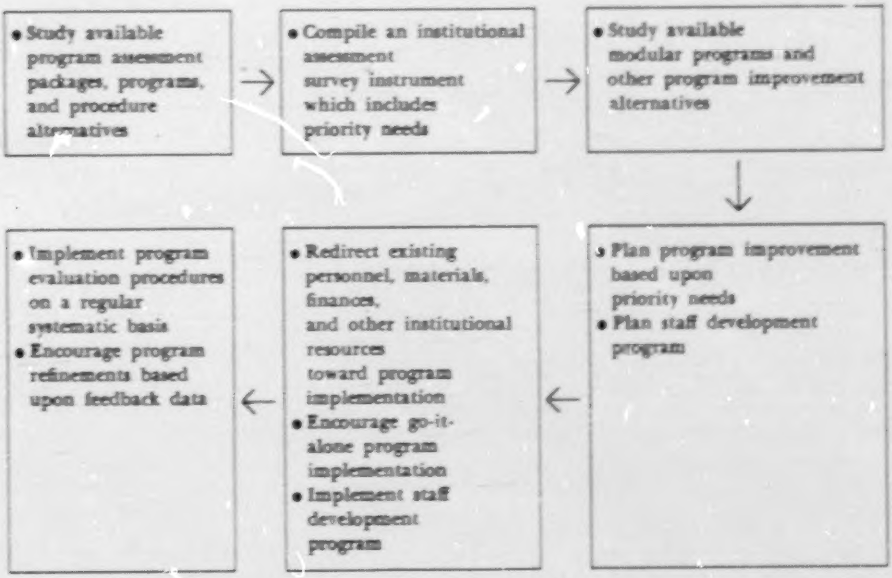
4.1 Development of an understanding of the English language as a communication system

5	4	3	2	1
Students demonstrate detailed knowledge of English phonology, sentence patterns, transformations, dialects, usage styles, language arts interrelationships, research on language assimilation; observe children to identify language growth characteristics and encoding/decoding miscues.	Students demonstrate detailed knowledge of English phonology, sentence patterns, transformations, dialects, usage styles, language arts interrelationships, and language assimilation steps; know language growth stages.	Program provides information on English phonology, sentence patterns, simple transformations, dialects; language coding and decoding explained.	Program introduces English phonology, sentence patterns, and general growth stages.	Program includes traditional grammar and few points on language growth stages.

The preceding scale descriptions can be shortened by abbreviating words and using small print.

The objectivity of the survey and its scales can be increased by including a glossary of specially defined terms. Adding a glossary to the survey reduces some of the syntactical and semantic confusion which might confound communication otherwise. In addition, glossaries are especially important when self-study committees wish to compile composite assessments at institutional or statewide levels.

Teacher education program assessment surveys can be particularly effective in providing improvements if the surveys are used by certifying offices of state departments of education, local school supervisory personnel, or professional organizations. For example, a state department of education can serve as the catalyst for improvement in teacher education by initiating a series of meetings based upon some adaptation of the following steps:



- Study available program assessment packages, programs, and procedure alternatives

- Compile an institutional assessment survey instrument which includes priority needs

- Study available modular programs and other program improvement alternatives

- Plan program improvement based upon priority needs
- Plan staff development program

- Redirect existing personnel, materials, finances, and other institutional resources toward program implementation
- Encourage go-it-alone program implementation
- Implement staff development program

- Implement program evaluation procedures on a regular systematic basis
- Encourage program refinements based upon feedback data

Among others, those techniques of dissemination which reach the public directly must not be overlooked. Past experiences have shown that state governments and top echelon university administrators sometimes are reluctant providers of support for teacher education. State governments and administrators tend to be much more responsive, however, to public pressures than to empire-building leaders in the profession. Therefore, IRA members have a responsibility to inform the public of the possibilities for improving the teaching of communication skills through more effective teacher education programs, such as the one suggested by the IRA Commission. Parents often feel deep concern about the need for better teaching of communication skills. If properly informed, they can provide the voter power necessary to give teacher education the support required for high quality reading instruction. To enlist this support is a major challenge to all who are interested in helping young people learn to communicate more effectively.

In winter in the woods alone
Against the trees I go.
I mark a maple for my own
And lay the maple low.

At four o'clock I shoulder ax
And in the afterglow
I link a line of shadowy tracks
Across the tinted snow.

I see for Nature no defeat
In one tree's overthrow
Or for myself in my retreat
For yet another blow.

—Robert Frost

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Although this model for educating teachers of reading is found to be imperfect, hopefully it may be one significant step among many in our learning to improve education in future years as the civilizations of this world advance in age and experience. For, in the words of Plutarch, ". . . while time takes away everything else, it adds wisdom to old age. Even war, that sweeps away everything else like a winter torrent, cannot take away education."